

# **Bear River** High School



## **BEAR RIVER HIGH SCHOOL**

### **ACS WASC/CDE MID-CYCLE VISIT SCHOOL PROGRESS REPORT**

**11130 Magnolia Rd.**

**Grass Valley, CA 95949**

**Nevada Joint Union High School District**

**14 April 2021**

**Accrediting Commission for Schools  
Western Association of Schools and Colleges**

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## **I: Student/Community Profile Data**

**Include the following:**

- **Student/community profile that has been updated annually since the last full visit.**
- **From the analysis of the updated student/community profile, include the following:**
  - **An updated summary with implications of the data, including California Dashboard indicators, and identified student learner needs.**

**Note: See ACS WASC/CDE Student/Community Profile Guide, of the ACS WASC/CDE Focus on Learning manual.**

### **A. History and Background of the School**

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

Bear River High School is one of two comprehensive high schools in the Nevada Joint Union High School District. Opened in 1986, the Bear River community celebrated its 30th anniversary during the 2015-2016 school year. Bear River is located in the Sierra foothills between the Nevada County communities of Nevada City and Grass Valley and the Placer County community of Auburn, California. The campus, located on 44 acres, is without question the hub for southwestern Nevada County. In 2001 and 2009, Bear River High School was recognized as a California Distinguished School. During the last five years, the school has become a model program for Professional Learning Communities implementing teacher collaboration, pyramids of intervention, and common assessments. In 2017, Bear River was recognized as a California Gold Ribbon School demonstrating exemplary achievements in implementing state standards in priority areas. Given the multitude of athletic competitions, choral and band concerts, drama productions, and other extracurricular activities, Bear River High School is pivotal to the community. As a means of accentuating the significance Bear River plays for all stakeholders, the school has forged a partnership with the Nevada County Library and functions as the branch's South County home. Additionally, Bear River High School allows the community access to its swimming pool and performing arts center after school hours and during the summer months.

As is the case with most other comprehensive high schools within proximity, Bear River has experienced declining enrollment for several years. The geographical region we serve has functioned as a bedroom community, with many parents commuting forty miles to work in Sacramento and other outlying areas. With the economic downturn experienced throughout the country, especially during the pandemic of 2020 and in our county in particular, families have been forced to find employment out of the area or have chosen to move closer to their places of

employment to alleviate the costs associated with commuting. That being said, the enrollment has stabilized to a degree and our enrollment this year is hovering around 530 students.

In spite of declining enrollment and depleted funds from the state, we have made every effort to maintain the depth and breadth of our programs. Even though there are no available funds for GATE students, we continue to meet these students' needs by offering a significant number of honors and Advanced Placement classes. We also continue to provide a variety of visual and performing arts courses, including photography, clay, drawing, band, choral music, drama and dance. We are constantly working to build upon our CTE/STEM pathways, including the introduction of an A.P. Computer Science course during the 2016-2017 school year, as a means of meeting the needs of 21st century careers. We developed two new CTE pathways, Computer Science and Digital Media Arts, which were implemented during the 2016-2017 school year. During the 2018-2019 school year, we added another level within the Computer Science pathway, A.P. Computer Science A. Our Ag Science and Ag Mechanics pathways have also taken Bear River High School to new levels with recent additions of new courses in the 2019-20 and 2020-21 school years..

The high school is strongly supported in both curricular and extracurricular programs by the entire community surrounding Bear River High School. In November 2016, the Nevada County community voted for a \$47 million facilities bond, Measure B, to upgrade and improve a variety of facilities at the high schools in the district. Many projects have either been completed (new all-weather track, air conditioning added to gym and MPR rooms, remodel of D-Wing classrooms, including the Agricultural Mechanics workshop, and Agricultural Science classroom) or are in progress. HVAC has been repaired in the A-Wing, along with modernization of the entire campus, further ensuring the campus is ADA compliant. The measure funded an entirely new surveillance camera system and new automated fire alarm system, helping to promote safety and security on campus.

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

**BRUIN CORE VALUES** Our core values reflect what it means to be a Bruin... each staff member, student, and family and community partner strives to embody these ideals, both at Bear River and beyond it, in the larger community.

### **GRIT**

A Bruin with grit...

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

### **EMPATHY**

A Bruin with empathy...

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

### **INTEGRITY**

A Bruin with integrity...

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

### **INTELLECTUAL & CREATIVE CURIOSITY**

A Bruin with intellectual and creative curiosity...

learns for the sake of learning  
is willing to take risks  
engages in civil civic discourse and accepts others' viewpoints  
comes to school with an open mind and asks deeper-level questions in order to learn more

recognizes different ways to demonstrate and measure intelligence and learning  
learns from failure  
creates and innovates, making his/her school and community better and richer

## **COMMUNITY**

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

Our Mission Statement: Bear River High School's mission is to provide students with a positive learning environment that **provides** a variety of opportunities to develop a solid educational background, while offering the tools to enable **them** to become productive and adaptable members of an evolving society.

The vision for Bear River High School is as follows: Bear River is a supportive, rigorous, adaptive environment where all stakeholders strive to be lifelong learners who are productive, contributing members of the larger community.

## Demographic Data:

Socioeconomic status of the school according to the district data collections:

### Student Enrollment

- Grade level

<b>Year:</b>	<b>17-18</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21*</b>
<b>Enrollment</b>	611	615	598	535

\*As of November 2020

	<b>Students 17-18</b>	<b>Students 18-19</b>	<b>Students 19-20</b>	<b>Students 20-21*</b>
<b>9th Grade</b>	174	172	157	129
<b>10th Grade</b>	153	164	163	137
<b>11th Grade</b>	142	151	147	142
<b>12th Grade</b>	142	128	131	127

\*Note: Information current as of November 2020

Over the last few years we have seen a decline in enrollment, and with the advent of the COVID-19 pandemic, enrollment has continued to decline as a result of families moving closer to their places of employment, as well as an increase in independent study/ homeschooling. We expect a continual slow decline over the next few years as a result of the pandemic.

### Percent of eligible Free and Reduced Lunch Students:

Status in October each year, except for the 2020-2021 school year

<b>School Year</b>	<b>Number of Students</b>	<b>Percentage of Population</b>
20-21	535*	20.85%
19-20	598	26.8%
18-19	615	24.6%

\*Enrollment number as of November 2020

As a school, we are seeing a change in our demographics in regards to the number of students that qualify for free and reduced lunch. It is important to note that due to the COVID-19 pandemic, all students are provided with free breakfast and lunches on a weekly basis during the distance learning model. When in the hybrid model, students can pick up their free meals after school the days they are on campus, and grab meal bags for the rest of the week. However, the number of families financially struggling has generally increased, having an impact on the needs of our students. Most recently, our numbers of students eligible for Free and Reduced Lunches has declined with only 108 students being eligible, or about 21% of our total student population. This decline is aberrant and can most likely be attributed to the method of delivery for the free and reduced lunch yearly application forms. Typically, the free and reduced lunch forms are sent by mail, but due to COVID-19, this year the application forms were sent electronically. We believe the decline in FRL student enrollment is a consequence of not receiving paper copies of the form. Thereby, our numbers for the 2020-2021 school year are not indicative of the actual number of students needing free and reduced lunches, which typically has been increasing every year.

### **Ethnicity of Students-Numbers**

Ethnic Group	Hispanic / Latino	American Indian / Alaska Native	Asian	Pacific Islander	Filipino	African American	White	Two or more races or declined to state	Total
20-21	71	8	5	1	2	2	430	32	551*
19-20	71	8	6	2	0	2	484	25	598
18-19	63	9	4	3	3	1	509	23	615
17-18	58	5	7	2	1	1	513	24	611

\*Numbers as of October 2020.

### **Ethnicity of Students - Percentages**

Ethnic Group	Hispanic / Latino	American Indian / Alaska Native	Asian	Pacific Islander	Filipino	African American	White	Two or more races or declined to state	Total



20-21	13%	0.014	0.009	0.002	0.004	0.004	78%	0.06	100%
19-20	11.9	1.3	1	0.3	0	0.3	80.9	4.2	100%
18-19	10.2	1.5	0.7	0.5	0.5	0.2	82.8	3.7	100%
17-18	9.5	0.8	1.1	0.3	0.2	0.2	84	3.9	100%

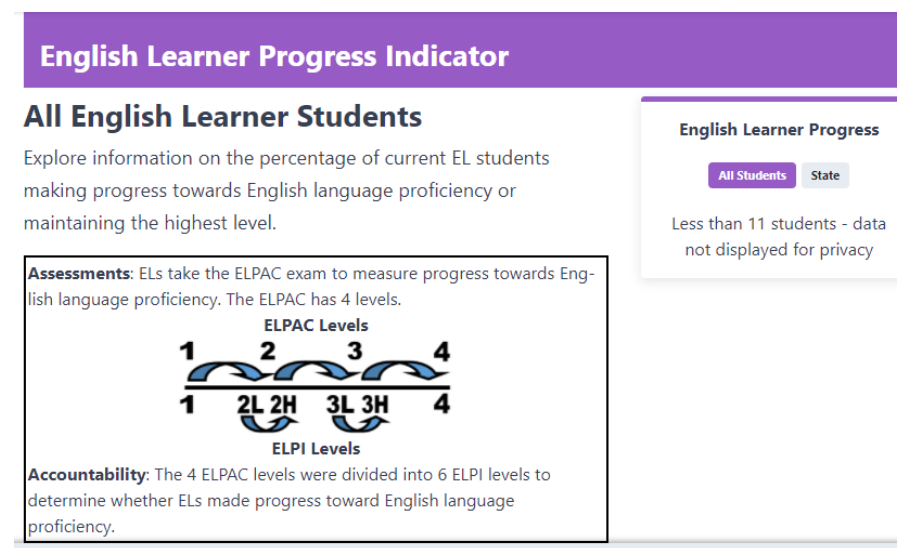
The ethnic population has changed slightly over the past four years. The Hispanic/Latino population is up 3.5%; while the rest of the ethnicities varied without trend for the past four years. White ethnicity has decreased at Bear River by about 6% over the past four years.

### **Predominant primary languages other than English**

For the 2020-2021 school year, the predominant language other than English at Bear River High School is Spanish. Currently Bear River has only two EL students enrolled during the 2020-2021 school year and both speak Spanish. We have two students who were reclassified RFEP within the past year, as well as a few students who were tested and found to be Initially Fluent this school year.

Language Proficiency Numbers for the following:

- English learner (EL)



Current data on the California Dashboard does not show English Learner progress for less than 11 students.

### **Data on Addressing the Eight State Priorities:**

*Provide information from the LCFF California School Dashboard state and local indicators. Also include any additional local indicators the district uses for any of the state priorities.*

*Analyze the findings, including trends and patterns of all areas: Data should be disaggregated to reflect the achievement of all significant student groups, including EL, high priority and foster youth. Three years of data, if possible, should be included.*

### **LCFF Priority 1 - Basics (Teachers)**

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### **Teacher Credentials**

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	32.2	31	28	129.7
Without Full Credential	2	1.40	.80	3.8
Teaching Outside Subject Area of Competence (with full credential)	2	2.20	3.2	15.588

#### **Teacher Misassignments and Vacant Teacher Positions**

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	.20	.80
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## LCFF Priority 1 - Basics (Instructional Materials)

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Textbooks cover the state adopted content standards according to the course of study reviews and are current	Yes	0.0
Mathematics	Textbooks cover the state adopted content standards according to the course of study reviews and are current	Yes	0.0
Science	Textbooks cover the state adopted content standards according to the course of study reviews and are current	Yes	0.0
History-Social Science	Textbooks cover the state adopted content standards according to the course of study reviews and are current	Yes	0.0
Foreign Language	Textbooks cover the state adopted content standards according to the course of study reviews and are current	Yes	0.0
Health	Textbooks cover the state adopted content standards according to the course of study reviews and are current	Yes	0.0
Visual and Performing Arts	Textbooks cover the state adopted content standards according to the course of study reviews and are current	Yes	0.0
Science Laboratory Equipment (grades 9-12)	Textbooks cover the state adopted content standards according to the course of study reviews and are current	Yes	0.0

\*Year and month in which data collected: November 2020

Pupils have access to standards-aligned instructional materials. During the 2017-2018 school year, textbook adoption included English Language Arts and AP Chemistry; during the 2018-2019 school, textbook adoption included World History, American Government/Economics, United States History, Physics and AP Physics. The 2019-2020 textbook adoption included AP World History and Agricultural Mechanics. During the 2020-2021 school year, textbook adoption included Earth Science, Anatomy and Physiology, Chemistry, and Agricultural Biology. Additionally, Biology is in a pilot book program this year. Our District Curriculum Committee recently engaged in a process to reinstate a district textbook adoption cycle in order to ensure that textbooks in all subject areas reflect the new California State Standards and Next Generation Science Standards. Furthermore, the District Curriculum Committee has developed a comprehensive process for regularly scheduled on-going textbook adoption, which ensures community and stakeholder input at each phase of the process.

## LCFF Priority 1 - Basics (Facilities)

### 2020-2021 School Facility Conditions and Planned Improvements

Using the most recently collected FIT data, provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 01/21

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Administrations two bathrooms have a sewage drain issue. The three inch cast line which runs from the bathroom to the main sewage line is corroded and may need replaced. The Districts Facilities Department is looking into possible solution.
Interior: Interior Surfaces	Fair	Some interior finishes such as flooring and casework are showing signs of wear; some have already been repaired through deferred maintenance. Large scale renovations are scheduled 2019-2022. District Facilities Department is working on a Exterior Interior Paint plan to capture protective coating needs district wide.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Site is engaged in a custodial improvement process
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Library roof has had leak issue annually. Latest repairs made by maintenance looks to have fixed the problem.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

Our district has engaged in an extensive evaluation of all district facilities and completed a Facilities Improvement Plan in conjunction with stakeholder representatives, including parents, students, and staff members from each school site. This plan is used on an on-going basis to prioritize needs and ensure that facilities are well-maintained for years to come. Additionally, with the passage of Measure B (our \$47 million school bond measure), the district has been in the process of repairing and upgrading numerous facilities over the past 3 years. Bear River has received new video surveillance and intercom systems, replaced building roofs, installed an all-weather track, and a new HVAC system in A-wing. The district has recently updated the

HVAC systems to the MPR, Band & Choir, C, and B-Wing. Lastly, the McCrory Gym floor was refinished in April of 2019 and the Library flooring was carpeted in July of 2019. The following has been remodeled or repaired during the COVID-19 pandemic school closure starting in March 2020: D-wing - Ag. Mechanics Shop Modernization, HVAC, roofing, ADA path of travel, and interior classroom modernization; restroom ADA Improvements in buildings C/L, D & G, and minor restroom improvements in building E; new roofing for buildings B, D, & C/L, courtyard paving and path of travel from Building A and at front of school, and repair exterior envelope and water seal exterior of elevator & restroom building. In addition to the exterior modifications, Bear River purchased and installed new student desks and chairs with bond money in the Fall of 2019.

At Bear River, prior to Measure B our greatest facilities issues were leaking underground water pipes, HVAC issues, and leaky roofs. As a direct result of the bond measure, the campus is renovated, functioning, and a safe and welcome site for students and staff. As of the end of January 2021, many of the larger construction projects are complete, with smaller projects still in the process. Our maintenance staff does an excellent job of performing regular maintenance and repair, ensuring that our campus is safe for students, staff, and the community.

Additionally, the school site is annually inspected by the Fire Marshal and our Director of Maintenance and Operations. Due to the COVID-19 pandemic, the latest inspection report was completed in November 2019 and found the school in compliance with safety and maintaining a safe campus. Overall, our facilities are in good standing and are kept clean and inviting to the public.

## LCFF Priority 2 - Implementation of Academic Standards

### Performance on Standardized Tests

- *Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and*
- *The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.*

### **CAASPP Standard Testing 3-Year Scores - Junior Class Level CAST - 11/12 grades**

School Years (20xx)	ELA % Meets or Exceeds Standard	Math % Meets or Exceeds Standard	Science % Meets or Exceeds Standard
2019-2020	N/A *see note	N/A*	N/A*
2018-2019	82%	53%	46%
2017-2018	65%	34%	N/A
2016-2017	74%	50%	N/A

Note: Due to the COVID-19 pandemic, no CAASPP testing was held the 2019-2020 school year

### **CAASPP Test Results in ELA and Mathematics for All Students**

#### **Grades Three through Eight and Grade Eleven**

#### **Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-2019	School 2019-2020	District 2018-2019	District 2019-2020	State 2018-2019	State 2019-2020
<b>English Language Arts/ Literacy (grades 3-8 and 11)</b>	82%	N/A	69%	N/A	50%	N/A
<b>Mathematics (grades 2-8 and 11)</b>	53%	N/A	40%	N/A	39%	N/A

**CAASPP Test Results in ELA and Mathematics for All Students  
Grades Three through Eight and Grade Eleven  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	65	82	61	69	50	50
Mathematics (grades 3-8 and 11)	34	53	35	40	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	139	136	97.84	2.16	82.35
Male	70	68	97.14	2.86	75.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Female	69	68	98.55	1.45	89.71
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	13	12	92.31	7.69	83.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	114	113	99.12	0.88	81.42
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	45	45	100.00	0.00	73.33
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	138	136	98.55	1.45	52.94
Male	69	68	98.55	1.45	51.47
Female	69	68	98.55	1.45	54.41
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	13	12	92.31	7.69	50.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	114	113	99.12	0.88	53.98
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	45	45	100.00	0.00	37.78
English Learners					
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Due to the COVID-19 pandemic, there were no CAASPP results for the 2019-2020 school year as all state testing was cancelled as a consequence of statewide school closures during the spring of 2020. For the 2018-2019 school year, CAASPP scores did increase, with the highest scores of students meeting or exceeding the standards our school has seen in the last three years, however, the Socioeconomically Disadvantaged student group, while above the State average, has a lower CAASPP rate of 73% that has "met or exceeded" the standards than the White student group with 81% and the Hispanic student group with 83%. ([Return to LCFF Priority 4](#))



## **Career Technical Education Programs (School Year 2020-2021)**

Bear River High School offers a sequence of courses in the following Career Technical Education (CTE) Pathways:

- Agricultural Mechanics
- Film/Video Production\*
- Graphic Design
- Information Communication Technology (Computer Science)
- Ornamental Horticulture
- Production and Managerial Arts
- Sustainable Agriculture
- Stage Technology\*
- Visual/Commercial Arts\*

**\*Note: New CTE pathways implemented this school year**

A program sequence has a minimum of two parts: a concentrator, with introductory to intermediate course content and a capstone with mastery level content; however, some of our pathways expand on this two-course sequence, with up to four courses supporting a student to mastery. A coherent sequence allows students to move through courses in an organized manner to facilitate student mastery of standards and provides opportunities to earn industry certifications and/or internships or work-based learning opportunities.

Current capstone courses include Advanced Agricultural Mechanics, Advanced Agricultural Science, Technical Theater 1, Technical Theater 2: Design, Technical Theater 2: Special FX, Technical Theater 3: Advanced, Publication Design II, AP Computer Science, and Portfolio Development and Presentation. Intro to Digital Design and Ag Mechanics II (not this school year, but prior years) are eligible for dual enrollment college credit through district articulation with Sierra Community College. All courses with the exception of our Agricultural Mechanics courses meet the "A-G" college entrance requirements in preparation for the UC/CSU system.

CTE courses are supported by the district and are integrated into the school's master schedule. With the new state standards and a focus on College and Career Readiness skills, these pathways are mutually supportive of both college readiness and career-bound students.

**Career Technical Education Participation (School Year 2018-2019 and 2019-2020)**

<b>Measure</b>	<b>CTE Program Participation 2018-2019</b>	<b>CTE Program Participation 2019-2020</b>
Number of Pupils Participating in CTE	365	321
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	50%	42.9%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	3.1	15

**Courses for University of California (UC) and/or California State University (CSU) Admission**

<b>UC/CSU Course Measure</b>	<b>Percent</b>
2019-2020 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2018-2019 Pupils Enrolled in Courses Required for UC/CSU Admission	99.35
2018-2019 Graduates Who Completed All Courses Required for UC/CSU Admission	43.7
2017-2018 Graduates Who Completed All Courses Required for UC/CSU Admission	48.85

While there is an increase in CTE courses, pathways, and opportunities for students over the past three years, enrollment in CTE courses has declined from the 2018-2019 school year as well as pathway completion declining with 50% of students completing a CTE program and earning a high school diploma, dropping to 43% completing a CTE program and earning a diploma for the 2019-2020 school year. Similarly, numbers declined for graduates who completed all courses required for a UC/CSU admission from 2017-2018 at 49% to almost 44% in the 2018-2019 school year. We did receive a grant just recently that will help us highlight our CTE pathway programs to incoming freshmen this school year, 2020-2021, by having a “roadshow” review of the pathway process as well as encourage them to complete those pathways. Through this grant we also have 1:1 counseling for incoming students to discuss college and career plans.

### **LCFF Priority 3 - Parent Engagement**

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

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

#### **[Healthy Kids Parent Survey 2019-2020](#)**

## LCFF Priority 4 -Performance on Standardized Tests

Bear River High School students' achievement on the California Assessment of Student Performance and Progress (CAASPP) showed significant improvement in English Language Arts from 2017-2018 to 2018-2019 gaining 17 points for students meeting or exceeding the standards. Although there is still significant room for growth, math performance also rose from the previous school year by 19 points, which is an increase of 3 points from the 2016-2017 school year. ([See CAASPP Scores here.](#))

### Advanced Placement (AP) Test Results from 2018-2020

Year	Total AP Students in School	# of AP Exams	Score of 3	Score of 4	Score of 5	% of Students with a score of 3, 4, or 5
2020	93	160	53	39	10	63%
2019	68	136	44	28	11	61%
2018	66	101	27	22	8	57%

Bear River has seen an increase in the number of students enrolled in AP classes, as well as an increase in the number of AP students taking the exam since the 2017-2018 school year. The percentage of students passing the AP exams with a score of a 3, 4, or 5 has slowly increased by a few percentage points each year, resulting in a total increase of 6% over the previous 3 years. With the number of AP exams being taken and the number of AP students enrolled, the pass rate should be higher than it currently is.

## LCFF Priority 5 - Pupil Engagement

### 2019-20 Four-Year Adjusted Cohort Graduation Rate

Bear River High School Report (29-66357-2930048)

[+ Report Description](#)

[+ Report Glossary](#)

[+ Report Options and Filters](#)

Race / Ethnicity	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	13	13	100.0%	4	1	2
Pacific Islander	*	*	*	*	*	*
White	107	100	93.5%	39	5	42
Two or More Races	*	*	*	*	*	*
Not Reported	*	*	*	*	*	*

#### Report Totals

Name	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma
<a href="#">Bear River High</a>	128	120	93.8%	46	7	47
<a href="#">Nevada Joint Union High</a>	695	601	86.5%	237	36	182
<a href="#">Nevada County</a>	1,093	774	70.8%	237	36	182
<a href="#">Statewide Total</a>	491,389	414,193	84.3%	210,692	51,229	110,045

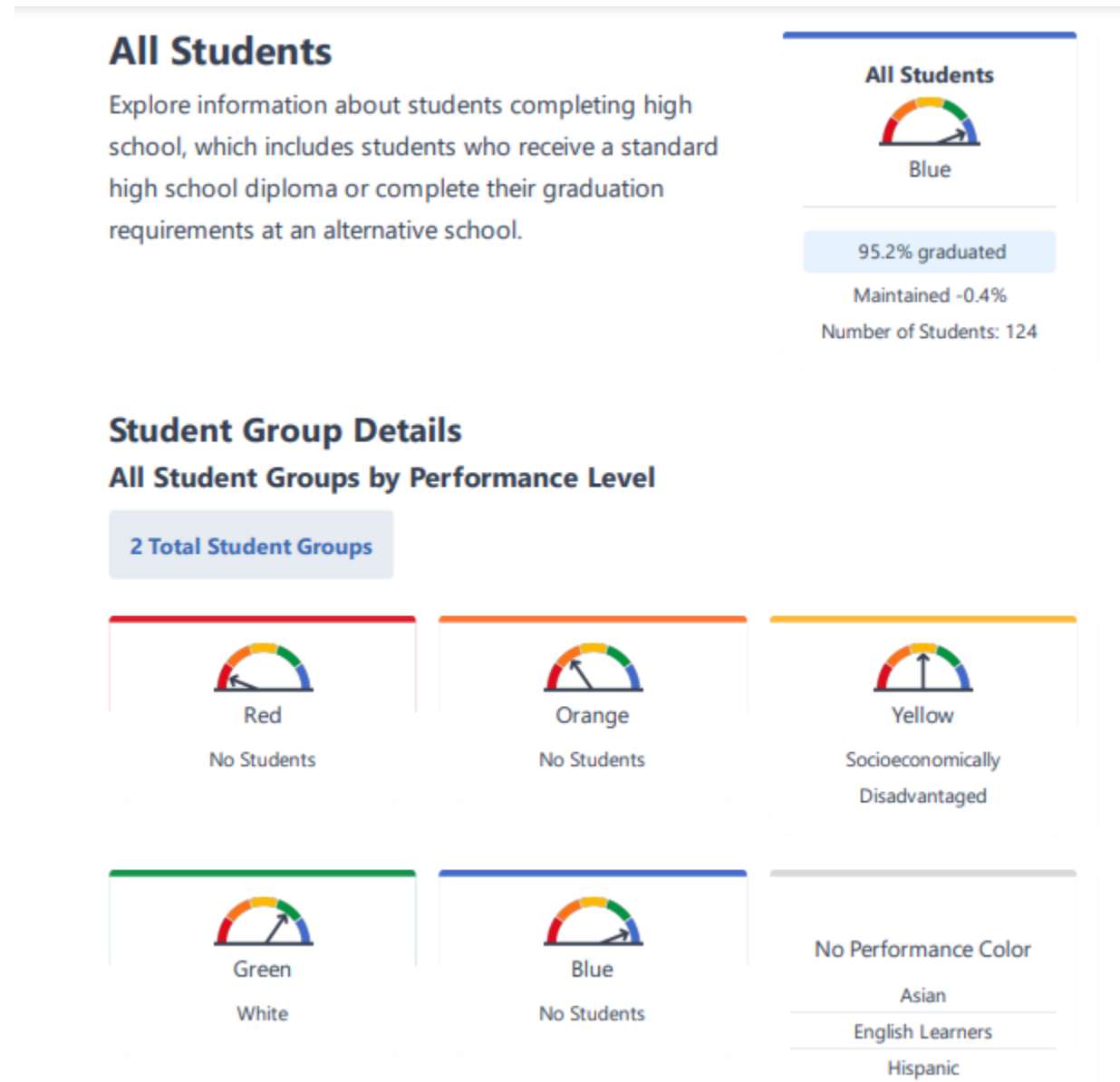
**Note:** To protect student privacy, data are suppressed (\*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less. Additionally, on the Ethnicity reports, "Not Reported" is suppressed, regardless of actual cell size, if the student population for one or more other ethnicity groups is suppressed.

For the 2019-2020 school year, Bear River's graduation rate was 93.8%, a decline from 95.1% from the 2018-2019 school year. Looking at the cohort rates, there's been a decline in the graduation rate within the school the past four years, with fluctuating dropout rates.

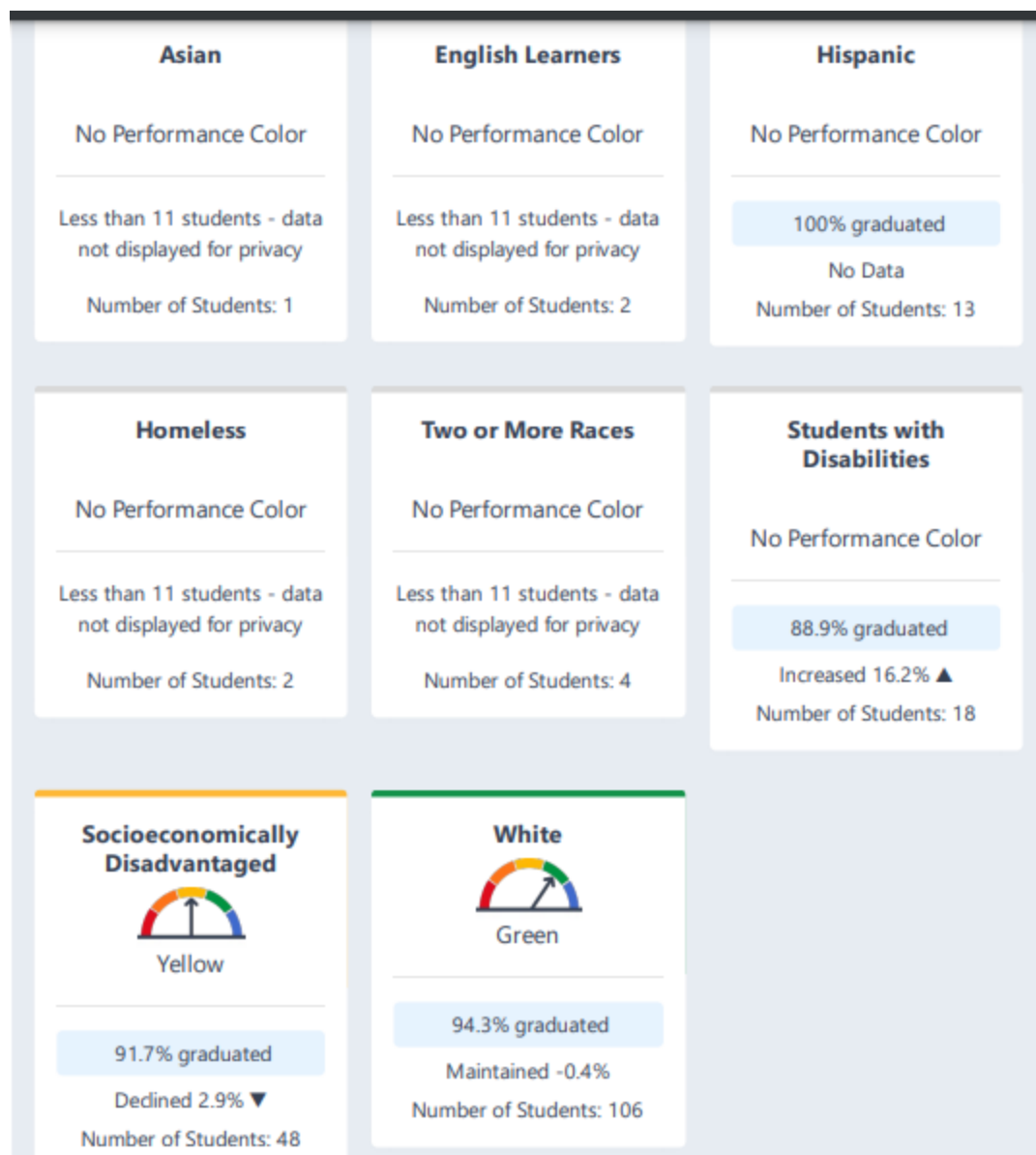
#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	0.6	3	1.6	4.3	7	5.9	9.1	9.6	9
Graduation Rate	96.4	95.5	95.1	89.8	89.1	91.9	82.7	83	84.5

Data from California Dashboard 2019 (most recent data available due to COVID-19)



\*Note: The California Dashboard graduation rates as of 2019, this is the most recent report due to COVID-19 pandemic



Looking at the data from 2019, while the overall graduation rate hovers around 95% the past two years, it is still slowly declining. Prior to 2018, the graduation rate was decreasing at around 1-2% per year. However, students with disabilities' graduation rate increased by 16.2%, while socioeconomically disadvantaged students' graduation rate declined by 2.9% from the previous year.

### **Graduation Rate**

<b>Graduation %</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
Number of Students	133	122	120
All Students	95.5%	95.1%	93.8%
Students with Disabilities	72.7%	88.9%	75%**
English Learners	no data*	no data	no data
Hispanic	no data	100%	100%
Foster Youth	no data	no data	none
Homeless	no data	no data	no data
Socioeconomically Disadvantaged	94.5%	91.7%	89.6%
White	94.7%	94.3%	93.5%
African American	no data	no data	no data
American Indian	no data	no data	no data
Asian	no data	no data	no data
Pacific Islander	no data	no data	no data
Two or More Races	no data	no data	no data

\*Note: Groups marked “no data” have less than 11 students, thereby no reporting data in California School Dashboard

\*\*Out of the 8 students with disabilities in the class of 2020 for the 2019-2020 school year, 6 graduated



## LCFF Priority 6 - School Climate

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	10.9	9.7	7.3	8.2	10.4	11.0	3.6	3.5	3.5
Expulsions	0.0	1.1	0.6	0.0	0.5	0.6	0.1	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020

(Data collected between July-February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	4.0	3.1	2.5
Expulsions	0	0.14	0.1

### Suspensions and Expulsion Three Year Rates from 2017-2020 School Years

(DataQuest)

Rate	School Year 2017-2018	School Year 2018-2019	School Year 2019-2020
Suspensions	9.7	7.3	4.0
Expulsions	1.1	0.6	0

## 2019-2020 School and District Expulsion Rates by Student Group

(DataQuest)

Ethnicity	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	74	0	0	0.00%
Pacific Islander	*	*	*	*
White	507	0	0	0.00%
Two or More Races	28	0	0	0.00%
Not Reported	*	*	*	*

## Report Totals

Name	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
<u>Bear River High</u>	628	0	0	0.00%
<u>Nevada Joint Union High</u>	2,910	4	4	0.14%
<u>Nevada County</u>	13,339	8	8	0.06%

## 2019-2020 School and District Suspension Rates by Student Group

(DataQuest)

Ethnicity	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
Not Reported	*	*	*	*	*	*
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	74	3	2	2.7%	50.0%	50.0%
Pacific Islander	*	*	*	*	*	*
White	507	20	20	3.9%	100.0%	0.0%
Two or More Races	28	*	*	*	*	*

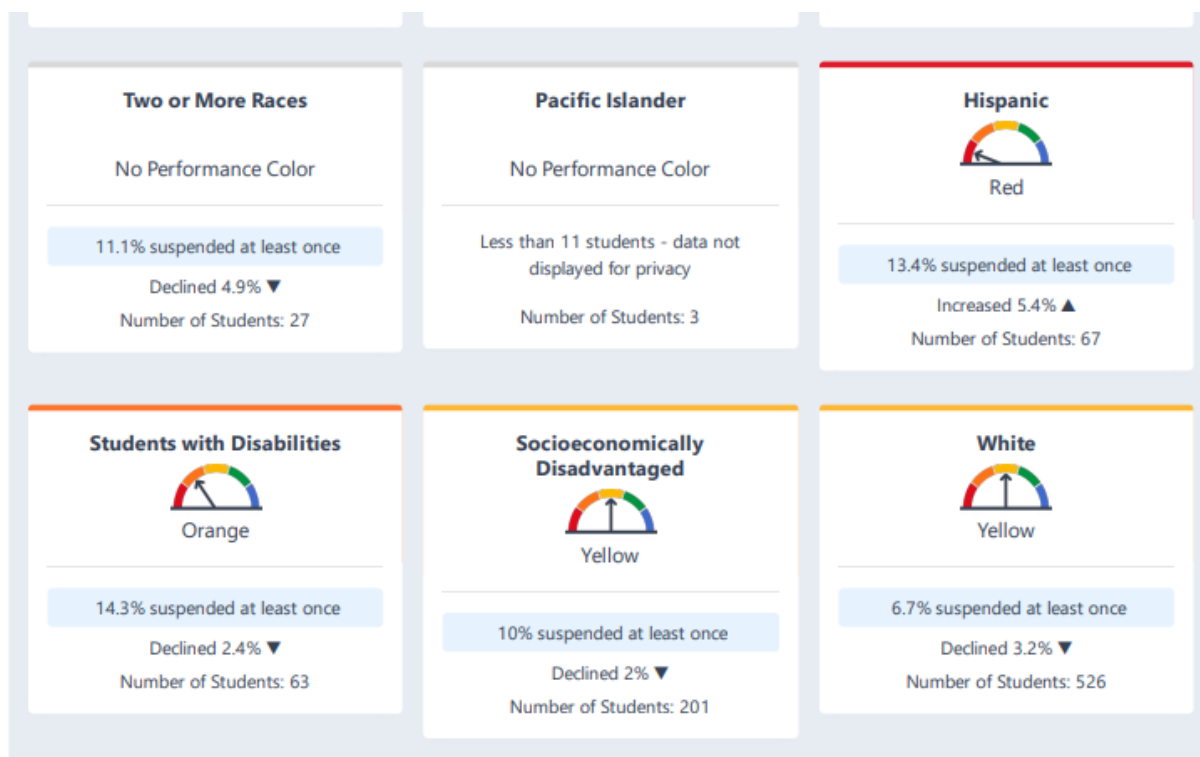
### Report Totals

Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
<a href="#">Bear River High</a>	628	26	25	4.0%	96.0%	4.0%
<a href="#">Nevada Joint Union High</a>	2,910	108	90	3.1%	86.7%	13.3%
<a href="#">Nevada County</a>	13,339	465	302	2.3%	73.5%	26.5%
<a href="#">Statewide</a>	6,306,934	233,753	154,718	2.5%	72.7%	27.3%

Behaviors on our campus have changed over the years. It has become a goal of ours as a district to look at our suspension rate across the district. At Bear River specifically we have seen a steady decline in the percentage of suspensions since using the BASE program curriculum and focusing on the MTSS (Multi-Tiered System of Supports) framework with an emphasis on restorative practices to help keep students on campus and reflective about their actions and behavior. We have adopted an online and individualized curriculum, “BASE,” in which students are able to learn about various topics that are related to the infraction or harm they have caused on campus or to an individual. We have added an Intervention Specialist position in the 2017-2018 school year who works with students in OCI fostering an atmosphere of self-reflection and learning instead of focusing on punishment. That school year we began our On Campus Intervention program targeted at students whose behaviors impact the learning environment. OCI is an opportunity to work with students one on one to address concerns in behaviors. During the time that students are placed in OCI rather than suspended off campus, they have the opportunity to reflect on the infraction, put in writing their goals moving forward,

write apologies to those impacted, and then learn about the behaviors. During this time, students are also given the work that they are missing in their classrooms so that they stay on track with their course work. This has been a better alternative to suspension. Since the last full WASC cycle, suspensions have declined each year, with close to a 10% suspension rate in 2017-2018, to 7% in 2018-2019, followed by a 4% suspension rate in the 2019-2020 school year. This decline suggests our alternate methods of suspension, and focusing on restorative justice, has worked. Furthermore, our expulsion rate has declined as well, from 1% three years ago to a zero expulsion rate most recently. We continue to work on restorative practices and intervention supports to further decrease suspensions and aid students.

## 2019 California Dashboard by Student Group (most recent available)



Looking at the most recent California Dashboard from 2019, prior to the 2019-2020 school year, the suspension rate declined for all groups except for the Hispanic population, which increased by 5.4% from the previous year. So it is positive to see the non-existent suspension rate for this past year, even as abbreviated as it was. Our current programs of MTSS and OCI seem to be effective, but we continue to examine why our suspension rates are higher compared to the state average and why the Hispanic student group suspension rate has gone up.

## California Healthy Kids Survey-Students

[STUDENT RESULTS 2019-2020 School Year](#)

[Healthy Kids School Climate Index Across 5 Years](#)

### **Student participation in co-and extra-curricular activities:**

Due to COVID-19, we currently have 18 clubs at Bear River with only 6 being active. Engagement in clubs is roughly 40 students this school year. In a typical year, there are around 60-80 students active in clubs, which makes up about 15% of our student body. For the 2020-2021 school year, we have 19 sports offered at Bear River with 214 students currently enrolled in sports programs at our school, which is 40% of our student population. Normally, this percentage is much higher with over 55% of our student body participating in a sport in a typical school year. Many students are multisport athletes.

We also continue to track the progress of student engagement through the [California Healthy Kids Survey](#). We are seeing a slight increase in School Climate from 2019 to 2020. Our overall student engagement is showing a slight increase over the past year, with an increase of 9% in the subscale index in high expectations and caring relationships at school. However, there is an increase of 6% from five years ago for those students who have felt chronic sadness or hopelessness, as well as an increase for juniors who have felt either sad/hopeless every day for over two weeks. Furthermore, substance abuse and bullying rates have decreased since the prior school year, but they have increased -23 % since five years ago.

### **Athletic Participation Per Year**

	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
Enrollment in School	543	551	535
Registered and Approved for Athletics	306	341	214*
Athletics Participation Percentage	56%	62%	40%*

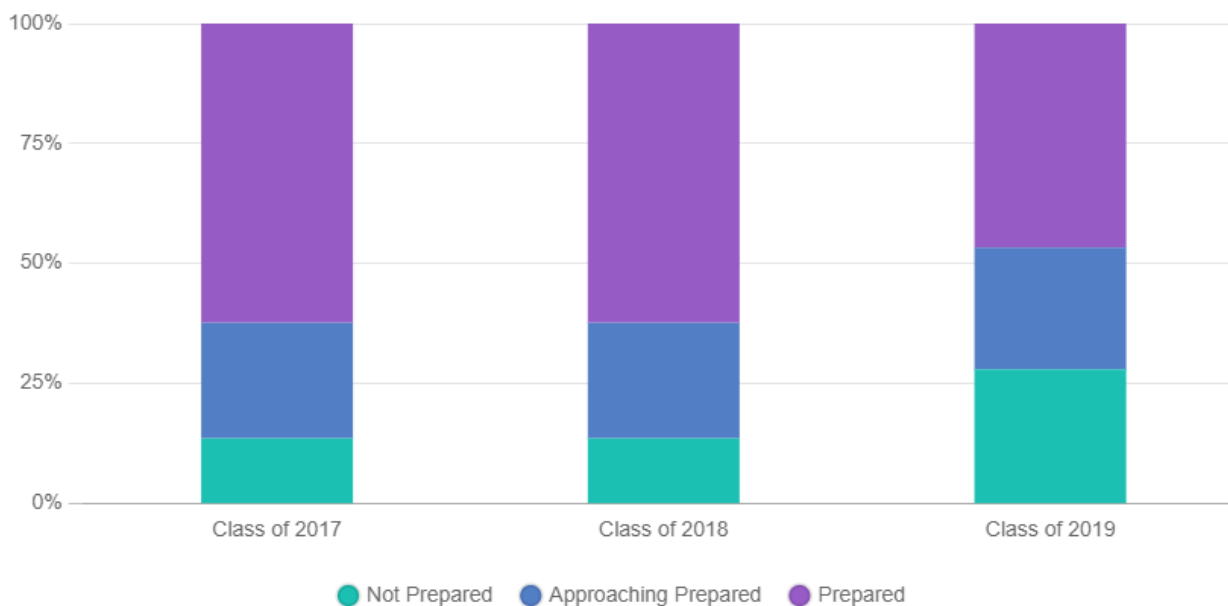
\*These numbers are drastically lower as a result of COVID-19 and its impact on all sports programs.

## LCFF Priority 7 - Access to a Broad Course of Study

Current information on students who are career and/or college ready as reflected in the College and Career Indicator (CCI) on the dashboard.

### College/Career

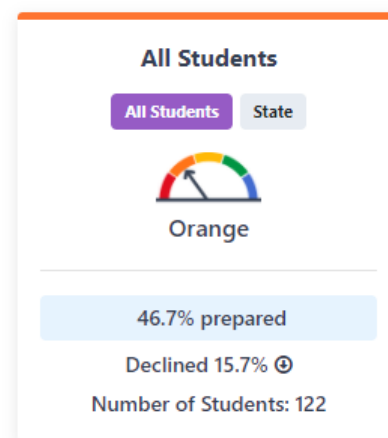
The percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.



### College/Career

### All Students

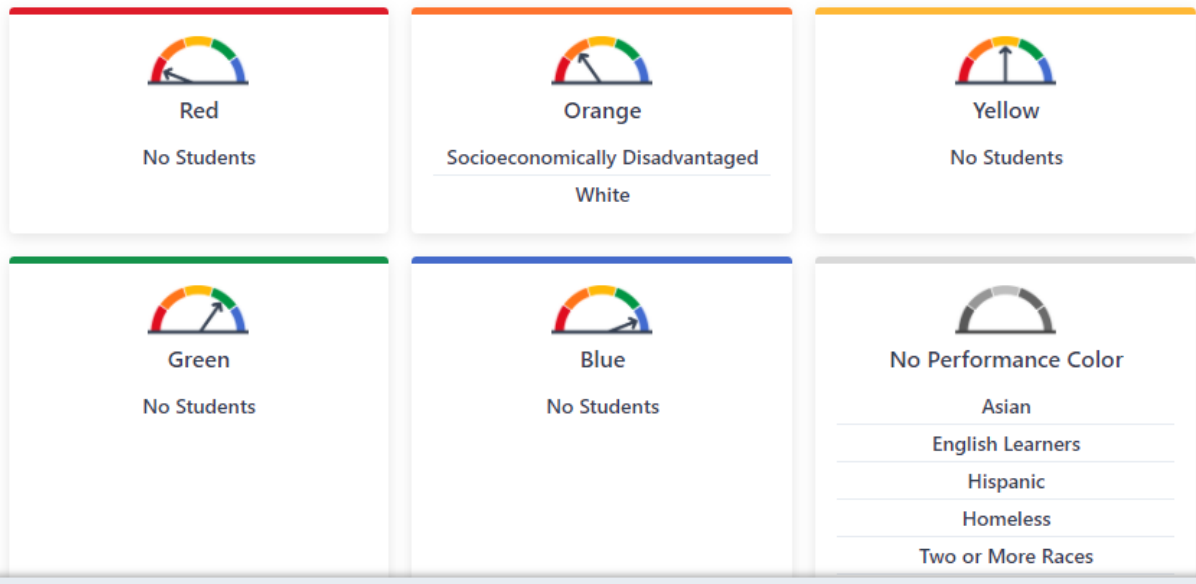
Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



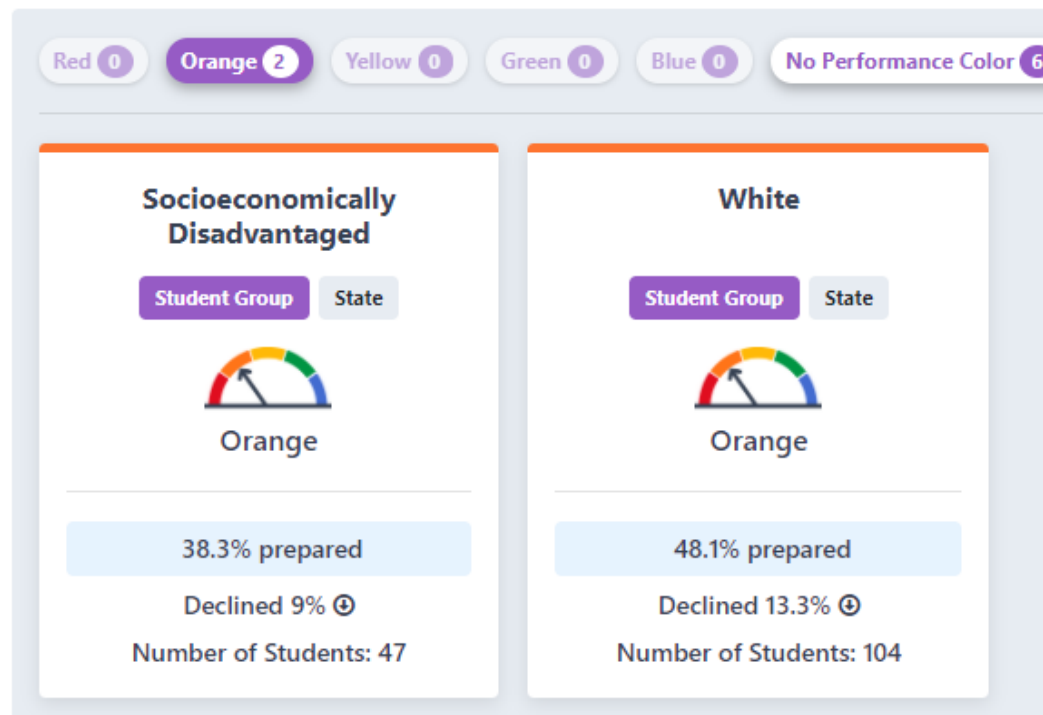
## Student Group Details

### All Student Groups by Performance Level

2 Total Student Groups



## Explore Groups By Performance Level



### [Healthy Kids Survey-College and Career Planning](#)

In examining the California Dashboard for 2019, both groups of students, White and Socioeconomically Disadvantaged, declined 9% to 13% for college/career preparation after high school. The SED student group has a lower rate of college/career preparation than the White student group, at 38.3% prepared compared to 48.1% prepared. As of 2019, 46.7% of high school graduates are prepared. The number continues to drop each year. We continue to discuss solutions to increase college/career readiness including adding a new career readiness course, GFSE, hiring of a CTE TOSA in the district, and increasing CTE pathways and courses. We are in the process of determining the effectiveness of these additional courses.



## LCFF Priority 8 - Other Pupil Outcomes .

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12818.50	2651.03	10167.47	81326.27
District	N/A	N/A	9761.76	\$74,169
Percent Difference - School Site and District	N/A	N/A	4.1	9.2
State	N/A	N/A	\$7,750	\$82,697
Percent Difference - School Site and State	N/A	N/A	27.0	-1.7

Note: Cells with N/A values do not require data.

## Types of Services Funded (Fiscal Year 2019-2020)

Bear River High School offers an array of supplement services to students including

:

- A variety of extra-and co curricular activities (sports, clubs, etc.)
- A plethora of activities, presentations, workshops, and more to assist students and parents in the college search/application process
- Accelerated classes including Advancement Placement and honors courses
- Breaking Down the Walls school culture-building program for all BRHS students carried out in February, 2020
- Survive the Drive-spring 2019
- Parent Involvement Program
- Career Technical Education pathways in Agriculture, Computer Science, and Digital Media Arts, which provide students with career-related experience and the opportunity to participate in career-oriented competitions, student leadership organizations and job shadowing
- Economic Impact Aid funding provides instructional support for English Language Learners (ELL) in the classroom and after school
- STARS program offers group and individual counseling services, alcohol and drug diversion groups, violence prevention, and alternative activities for students in collaboration with outside community agencies
- Comprehensive career development program initiated in grade 9 via the Get Focused, Stay Focused course and continued in the 10th, 11th and 12th grades through follow-up modules to keep students on track with their goals
- Bruin Time-daily time (four days per week) for students to seek individual help from a teacher, make-up work or a missed test, use the library or computer lab to do work, seek assistance from a counselor, participate in enrichment offerings, and much more
- Before and after school tutoring program staffed by credentialed teachers in English and Math

- Two full-time, credentialed school counselors who serve as academic, social/emotional, and college/career resources for students
  - In-school APEX classes offered for credit recovery, with additional options for acceleration
  - Through the district's LCAP, our school site received additional services in the roles of School Psychologist (full-time) and Intervention Specialist (full-time)
  - North Point Academy (NPA) South County Campus and Adult Education held on the Bear River campus
- \*Please note due to COVID-19 many of our programs had to be temporarily suspended for the safety of our students, staff and community.

## II: Significant Changes and Developments

- Include a description of any significant changes and/or developments that have had a major impact on the school and/or any specific curricular programs since the last full visit.
- Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.

### Leadership and Staff Changes

At the beginning of the 2018-2019 school year, Bear River Principal Amy Besler resigned and moved to the Elk Grove Unified School District Office as Director of Secondary Education after serving as the principal at Bear River for four years and leading the staff through the Mid-Term and most recent six-year WASC accreditation cycle. At the end of September 2018, the NJUHSD District Cabinet selected Christopher Roberts as the new principal at Bear River. Mr. Roberts came from a neighboring school district with five years experience as a middle school principal and two years as an assistant principal at the same school. He did not officially start his position at Bear River until the end of October; in the meantime, Bear River temporarily hired an interim principal, Bruce Kinseth, a retired former Nevada Union assistant principal and science teacher, from mid-August until the end of October. During these few months without a permanent principal, Bear River was in a state of flux.

During his tenure as principal at Bear River, Mr. Roberts has focused on the full implementation of the Multi Tiered System of Support (MTSS), which utilizes existing resources to improve academic and behavioral support for all students. In addition, he, along with our other comprehensive high school in the district, has concentrated on building and establishing Professional Learning Communities (PLC) within our departments with a renewed emphasis on unpacking standards, creating pacing guides, picking essential learning outcomes (ELOs), and designing common assessments.

The district has hired a CTE Director, Aurora Thompson, to further the work that our district TOSA, Scott Mikal, began several years ago. The CTE Director will continue to explore and develop CTE pathways throughout the district, as well as work with local industries through the CTE Advisory boards to create strong programs that are relevant and that produce quality workers in those same industries. A tragic change has been the loss to accidental death of our district's Director of Special Education, Sean Manchester. We continue to grieve the loss of such an effective and dedicated leader. In moving forward the district has hired Janet Horowitz as the Director of Pupil Services. Janet is transitioning into this new position with compassion and continues to move forward with the important work at hand. She has been a great addition to the staff.

In addition to having administrative changes, there has been a high number of staff turnovers these past three years as a result of staff movement, retirement, or reduction in student enrollment. Since the 2017-2018 school year, we have had 12 full time teaching staff members retire or move away. For a teaching staff that typically consists of around 30 people, the 40% turnover rate means having to make sure processes and procedures are institutionalized so there

is cohesiveness within the departments and across the school. Focusing on PLCs has helped. In addition, many of the new teaching staff members are new to teaching as a whole, further requiring additional time and effort to make sure everyone is “on the same page.” This also includes having a mentor-mentee pairing where a senior teacher mentor helps guide the new teacher in our procedures, curriculum development, and instruction, as well as provide emotional support.

Apart from teachers, our full time Technology Service Technician left the district in the middle of the 2019-2020 school year to take another position in another county and he was not replaced. This has had a significant impact as our 2020-2021 school year has been full distance learning for five out of the six months. This has resulted in students with tech issues being referred to our district’s “Help Desk” phone number for assistance with fixing any of their technological problems. As of the end of September 2020, staff has been referred to our Computer Science teacher for any technological assistance; he was given a new role as Bear River’s Ed Tech Coach for the school year to support teachers with educational technology and its implementation in the classroom. We have had multiple staff meetings where our Ed Tech Coach has offered technological ideas and innovations in the classroom to help engage students while holding them accountable.

### **Public Safety Power Shutoff Days (PSPS) and Wildfire Smoke Days**

Another factor impacting our school and district over the past two school years was the 2019 PG&E Public Safety Power Shutoff Days (PSPS) that occurred mainly throughout Northern California affecting 30 counties, including Nevada and Placer County, where most of our students and staff live. This led to intermittent school closures from October 9 through November 20, 2019, as well as August 18, 2020 through October 27, 2020. Due to these closures, most of our students, staff, and our school lost power for over 7 days in 2019 and 4 days in 2020. During the PSPS days in 2019, our school was disrupted and classes were cancelled for a total of 7 days. At this point, all of instruction and assignments were put on hold until students returned back to campus. The school and district also shut down for wildfire smoke days from the Camp Fire of 2019 and the Jones Fire of August 2020. The Jones Fire was near our other comprehensive high school, Nevada Union, and district offices, leading us to shutter our campuses for 2 days in August during our professional development online training week, and our students’ Schoology training week. Our district had 2 other PSPS days on October 26 and 27 where we had to close our Bear River campus, and our classes were held remotely for the day. These wildfires and PSPS days further slowed our progress, students’ learning, and curriculum development and implementation.

#### **PSPS and Wildfire Smoke Days for 2019-2020 and 2020-2021 School Years**

- October 9, 10, 11, 2019
- October 28, 29, 30, 2019
- November 20, 2019 = Total of 7 school days lost
- August 18, 20, 2020
- October 26, 27, 2020 = Total of 4 school days impacted

## **COVID-19 Renewed Focus on Intervention and Support**

The biggest change and impact to the end of the 2019-2020 school year, and the 2020-2021 school year, has been the COVID-19 pandemic. Distance-learning started two weeks after the state-wide and district-wide school closure of March 13, 2020 through the end of the school year. The 2020-2021 school year started out as distance-learning instruction until October 12, when Bear River switched into the Hybrid learning model, with ~25% of students remaining distance-only. Due to an increase in COVID cases, as well as an increase in the positivity rate in Nevada County, our district switched back into the distance learning model of instruction starting December 7, 2020 and ending January 29, 2021. We moved back into Hybrid instruction on February 1, 2020.

Like many districts, during these initial 3 months of distance learning from March 2020-June 2020, our school did not have any set plan or guidelines to follow as regards to how best to teach during this pandemic, an entirely new challenge never experienced by educators in any of their lifetimes. While our district did have use of Google Meet, our district did not offer any training on any of the web-based video conferencing tools until the start of the next school year. From March of 2020 to June of 2020, teachers were responsible for creating printed out packets of assignments or used Schoology, a learning management system, to “publish” work for students to complete on a weekly basis. Due to our limited knowledge of Google Meet and Zoom, and the inability to meet in person, staff meetings were put on hold as well as any further progress on our PLC ELOs and assessments. Later in the semester, we did have a few Google Meet staff meetings in May to end out our school year. Likewise, athletics and extracurricular activities were put on hold until further notice, and have only now in February 2021, almost a full year later, begun again in a few sports like cross country and swim. The first athletic event to be held on campus for nearly a year, was a cross country meet on February 10, 2021 where Bear River competed against our rival school, Colfax High. As of February 2021, football practice is now allowed, for the first time since last March, to use a football in their training practices.

As a consequence of the lack of consistency across the school, and district, as far as methods of delivering materials and instruction, the district determined all students for the second semester of the 2019-2020 school year would earn either a grade of “Pass” or “No Pass” instead of letter grades. This proved detrimental in the long run as students this next school year seemed to believe they could rely on this idea of minimal effort to receive a passing grade once again. When it became clear this would not happen, students received letter grades throughout their first semester of the 2020-2021 school year, Bear River realized we needed to renew our focus on intervention and support as we had our highest D and F list to date in our school’s history, with 30% of the school having at least one D or F grade at the end of the first quarter. This means three out of every ten grades earned was a D or an F. ([See Quarter 1 Grades 2020-2021](#))

During the COVID-19 pandemic, staff and students were faced with many challenges. Beyond the difficulties of teaching through a computer to students at home, students at Bear River live in a wide variety of rural settings from Auburn to the outskirts of Alta Sierra and Nevada City.

Many students live in remote canyons, forests, and hillsides causing limited and unreliable internet access to be able to log-in to clearly and consistently listen to instruction in Zoom or be able to verbally ask questions. Many students' have unstable WiFi connectivity and as a result their engagement was and is severely limited because of the frustrations of inconsistent technology. Pairing that with limited peer interaction and very little extracurricular opportunities, the highest fail rates at the school have been seen with about 30% of seniors in danger of not graduating from high school after the first semester of the 2020-2021 school year. This has led our district to decide to implement a waiver as of February 1, 2021, allowing particular seniors with hardships to graduate with a minimum of 180 credits, and with site approval from our counselors and principal, to make exceptions for those students most in need of it. While this waiver may seem to be a "last ditch effort" to help students graduate, it is not supposed to be given to any senior student who simply wants it, but only those who have been determined to have had significant detrimental impacts on their education as a result from family hardship during COVID-19, and not those "will" students who simply don't want to try.

Further significant impacts upon Bear River as a consequence of COVID-19 has been the increase in student mental health issues caused by isolation from their peers as many students struggle to adapt to online learning. There has been an increase in SSTs (Student Success Teams) this year to help determine the best way for students struggling with depression and anxiety to do well in school. Furthermore, distance and hybrid learning schedules have provided less instructional time, so students will not learn the same amount of material as in past years and teachers will not have covered as much curriculum. Many teachers have noted that after the first semester of 2020-2021, they have only taught 25% of what they typically would have. For example, many English teachers at Bear River have only taught one complete novel their entire first semester whereas, generally, they would teach around three, plus many supplemental texts. In addition, many students have mentioned that the lack of classroom interaction with peers and teachers has negatively affected their learning (difficulty focusing, fewer opportunities to ask questions, get help, etc.). Lastly, another impact has been the inability to fill open staffing positions, significantly, our full time Technology Service Technician position.

On the plus side, this also has led to a complete overhaul of the Senior Project format, which in prior years was largely internship based. The creation of the Senior Project Career Cohorts component makes career exploration more equitable as it provides opportunities for all seniors to delve into their potential interests in an approachable way. At the beginning of the past school year, each senior took two personality tests, one focused on their own traits, another on which careers/industries would align with those traits. After looking at the alignment, seniors selected from a list of industries they were intrigued by, and picked the one they felt most connected to. Throughout the school year, they have been having Cohort meetings with a mentor from that industry area who guides them as they develop and plan their ideas for research and inquiry into a potential career they may be interested in pursuing after high school. Seniors are responsible for arranging interviews, with the mentors' help if need be, and deciding how they want to do their 15 hours of exploration. If interning isn't possible, which isn't for many due to COVID-19, seniors can come up with creative and alternate solutions to explore their career path. Examples include creating a podcast, creating a video game, learning how to repair and fix an old car, interviewing a variety of lawyers to determine which type of law one may want to pursue, designing a restaurant menu, and so on.

### **Interventions as a Result of COVID-19**

- Adopted new screening assessments (2020-21) for **all** students - Fast Forward (reading) and MDTP (math). Fast Forward gives data for decoding, phonological awareness, vocabulary, and comprehension. MDTP are readiness assessments tailored for each level of math.- Use of program available for student intervention
- Use of Schoology as a Learning Management System across **all** disciplines leading to a consistent learning platform system school-wide. All grades done through Schoology, communication is more clear
- Discussion of D/F list throughout numerous Zoom staff meetings, district meetings
- Tutoring through Zoom 1st quarter. Starting 2nd quarter in-person tutoring for hybrid and Zoom tutoring for distance learners. Start of 3rd quarter tutoring through Zoom, switching to a mix of in-person tutoring in February and Zoom tutoring for distance learners.
- Individual appointments for help from our Intervention Specialist on Wednesdays
- Peer tutors on Wednesdays or during tutoring hours
- Weekly office hours on Wednesdays across all disciplines for students needing additional help and support on our asynchronous learning day
- Extended office hours required for students struggling in English with grades of D/F the last two months of each semester
- Math department allows test corrections, fix mistakes, then retake test
- Zero Period APEX (Academic and Professional Excellence) credit recovery program digital curriculum. APEX also offered during school hours from two teachers
- APEX units offered for 2nd quarter only (students who took only 1 APEX course who needed to make up 1 quarter had a 100% pass rate)
- Some teachers provided “incompletes” at end of semester as way for students to make up missing work and finish the course with a passing grade
- Creation of Integrated Math 1 as a replacement for APEX for students who struggle with math
- “Boot Camp” for math offered 7th period from 1-2 pm, 2 hours a week starting in February for six weeks.
- Boot Camp in Summer of 2020. For students passing at the quarter, but failed the 2nd quarter of the semester, students allowed to make up 2.5 credits or 1 quarter
- Bear River’s theater is open for students with poor WiFi to use on their off in-person Hybrid school days, as a means to use Zoom with a reliable internet connection. Also open for students during distance learning to use
- Hot spots were provided starting in October for families with poor WiFi or internet service
- SPED students allowed on campus during distance learning to receive additional support from their SPED teachers, or other disciplines
- Starting quarter 2 of 2020-2021 school year, all Freshmen are doing Fast Forward reading program for 20 minutes three times a week through either their Health class or Get Focused, Stay Focused
- Academic Literacy Class offered for those below reading level
- Go Guardian used by teachers and Intervention Specialist to keep students on task and focused during Zoom classes

## **New Programs/Changes to Programs:**

### **MTSS**

Since the fall of 2017, a top priority emerged for a need for academic, behavioral, and social-emotional interventions for students. This priority served as the foundational piece for the development of a multi-tiered system of supports (MTSS). During this process, our site realized the critical nature of Universal Supports and has worked diligently to strengthen components within Tier 1. With an emphasis on high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful, Professional Learning Communities have been at the forefront of our efforts. Much ground has been gained in regards to academic achievement. Next steps include aligning those standards with behavioral expectations and continuing the data-based problem solving and decision-making process that has been an integral part of supporting students academically. With an already present focus on increasing positive relationships with all students, the work is expanding into using progressive responses to problem behavior, as our support at Tier 2 and Tier 3 are refined for even greater positive outcomes. The framework of MTSS is becoming our focal point in order to enable every child to successfully reach his or her potential.

### **OCI - On Campus Intervention**

The school has begun a more intentional and productive OCI program as a response to intervention Tier 2 support. Students demonstrating a need for a more focused environment, whether due to behavior or academic progress, can be entered into the On Campus Intervention room, with our Intervention Specialist in order to make up missing work, or to work in a more restrictive environment. There is also an opportunity for learning with the use of our on-line individualized BASE curriculum. When a student has committed a non suspendable offense, through the BASE program, the Intervention Specialist finds a module that the student completes. As they fill out a self-reflection survey, the student contemplates their discretion along with how to make amends for their mistakes. The survey is tied to our Bruin Core Values, and their offense is linked to whichever Core Value trait they did not follow. The survey and module enables students to think of amends and steps they can take for how they can atone for their mistakes. This allows students to learn from mistakes, set goals moving forward, and restore harm that may have been caused with another. This increases the likelihood of productivity as an alternative to suspension.

### **Get Focused, Stay Focused!**

Bear River started a major change in our requirements/offerings for our incoming 9th graders in the 2019-2020 school year. All Freshmen are required to take a semester of Health (which is not new) back-to-back with a semester of Get Focused, Stay Focused! (GFSF), a program designed to assist students in setting goals (long term and day-to-day) and to build the social and study skills necessary to successfully navigate high school and their years beyond. GFSF is a college and career readiness class, and it helps 9th graders start to think about their future after high school. While the class focuses on students finding what interests them, what skills they have, and how they can be applied in their futures, the class also teaches students how to budget, how to do taxes, and how to manage time and money. While for many years the focus for many



schools has been how to get students into college, this course focuses on how to pursue the right path for students whether it be a career or college. Students initially decide on what rewarding career they want to pursue, then they select a college major or technical training that will prepare them for jobs in their chosen profession. Finally, students complete research about which college or technical education institution will provide them with the necessary skills. As they graduate high school they will leave with a 10-year career and life plan.

## **Professional Development**

### **Professional Learning Community (PLC)**

Starting in Spring of the 2018-2019 school year, Bear River began focusing on Professional Learning Communities (PLC) through SolutionTree. Our district wide Professional Development day in the Spring of 2019 focused on introducing BR staff to PLCs and the ongoing process of collaboratively working together to help students achieve better results through ensuring all departments are institutionalizing their systems and processes. PLCs are being utilized to increase student achievement by encouraging student engagement with hands-on collaborative activities that lead to high levels of learning, to develop instructional strategies that reflect current research and proven effective classroom practices by focusing on Common Core State Standards, as well as provide informative assessments, targeted interventions, and appropriate extensions. We continued this work for our Professional Development days in the Fall of 2019 and Spring of 2020, prior to COVID-19.

While our neighboring comprehensive high school in the district, Nevada Union, started PLC work one year prior, with renewed emphasis on our WASC Critical Areas of Focus, all of our Professional Development days from January 2019-March of 2020 were centered around PLCs and implementing teacher collaboration, pyramids of intervention, and common assessments. The four critical questions of PLCs that our collaborative teams, by department, have been addressing are:

- 1) What should students know and be able to do?
- 2) How will we know that the students have learned the essential standards?
- 3) How will we respond when students do not learn?
- 4) How will we respond when students have already learned?

Bear River was in the 2nd phase (looking at common assessments) of the PLC process when the COVID-19 pandemic completely upended our plans and disrupted our PLC flow. We did have to shift our Professional Development days from March 2020-December 2020 to technology and online learning training, but our site did pick back up with PLCs in January of 2021 where departments continue to use ELOs to create uniform assessments across disciplines. COVID-19 has deferred our PLC process, but our various disciplines are still steadfast in attempting to unify our ELOs, assessments, and interventions across all grade levels.

## **Trauma-Informed Practices and Mental Health Training**

Another focus of our district, and site, has been offering opportunities for mental health training as well as Trauma-Informed Practices training for all staff. Since the 2019-2020 school year, Nevada County Superintendent of Schools (NCSOS) began the year with a focus on providing professional development opportunities in social-emotional learning and trauma-informed care. In September and October, the county offered full-day workshops from Ricky Robertson and Kelly Rizzi from the Shasta County Office of Education. Both are experts on facilitating workshops on trauma-informed practices and building resilience in students and educators surrounding adverse childhood experiences. The workshops discussed the increase in the number of our students having experienced some kind of trauma in their lives such as poverty, divorce, neglect, homelessness, substance abuse, domestic violence and much more. Through various training workshops, educators have had the opportunity to build their capacity and deepen their understanding of the impact of trauma on students' learning and behavior and expand their capacity to foster resilience and success for their students and themselves. These workshops introduce strategies for cultivating self-awareness, growth mindset and self-care.

NCSOS recognized that this important focus transcends beyond just one or two workshops and a one-year plan. As a result, they formed a Community of Practice for Social-Emotional Learning, composed of a mix of approximately 120 educators, school psychologists, administrators, counselors and intervention specialists. Trainings continued to be offered in February and March of 2020 to complete the work with experts facilitating their work on building resilience, Adverse Childhood Experiences (ACEs) and trauma-informed care and how educators can make whole-school changes to address this growing need. Additional trainings were offered the 2020-2021 school year, including a Living Works Suicide Prevention training in September of 2020. Due to the pandemic, staff participation in many of these trainings was limited in order to refocus on technology training, distance learning, and intervention support. Currently, our district is awaiting results on a grant submission that would fund a full time Restorative Practices coordinator for the next three years, as well as provide funding for this training.

## **Curriculum Changes**

Since the last full WASC visit in March of 2018, there have been several curricular changes in multiple content areas. The most impactful changes are listed below:

- An emphasis and refinement on the implementation of the State Standards (formerly the Common Core State Standards-CCSS) in English and Mathematics
- Emphasis on Universal Design for Learning (UDL)
- Next Generation Science Standards (NGSS)
- Textbook Adoptions: 2017-2018: English/ Pearson, AP Chemistry, 2018-2019: World History, American History, Government/Economics, US History, Physics, AP Physics, 2019 - 2020: AP World History, Agricultural Mechanics, 2020-2021: Earth Science, Anatomy, Chemistry, Agricultural Biology
- The continued implementation of 1:1 computing and the adjustment to greater access to technology

- The adjustment of CTE courses and course sequences around career pathways
- Creation of new pathways: Digital Media Arts, Film/Video Production, Stage Technology, Visual/Commercial Arts
- Intro to Digital Design and Agricultural Mechanics II- eligible for dual enrollment college credit through district articulation with Sierra Community College (Ag Mech II not eligible this school year, but was eligible prior years, and will be again next year)
- Anatomy and Physiology class introduced for 2020/21 (Dual enrollment with Sierra College)
- Science department has met with NUHS (Nevada Union High) and Learning Tree Solutions through PLC days to discuss aligning science courses throughout the district.
  - Meeting with NUHS to better align our courses has led us to drop our Integrated Science courses and offer separate courses for physical science and life science courses (graduation requirements)
- District chose to eliminate the use of Illuminate
- (2019-2020) Star reading tests given annually at beginning of school year to assess students' reading levels, now given to **all** students
- Foundations to Integrated Math I course to help freshmen who struggle with math, an introductory course prior to taking Integrated I
- Splitting of Integrated Math II into two separate courses, Integrated Math II AB extension and Integrated Math II CD extension (college prep, but slower pace)
- Students are allowed to retake Integrated Math I if failed the course the first year (typically not allowed to do this in prior years)

### III: Engagement of Stakeholders in Ongoing School Improvement

- Describe the process for developing, implementing, and monitoring the schoolwide action plan/SPSA and preparing the progress report.
  - How were stakeholders involved in developing the schoolwide action plan/SPSA?
  - How were stakeholders involved in implementing and monitoring the schoolwide action plan/SPSA?
  - How were stakeholders involved in the preparation of the progress report?

#### Stakeholder Engagement

The Focus on Learning plan has played a crucial role in decisions regarding the design and funding of professional development activities. It has also been the basis of our Single Site Plan for Student Achievement and the primary guide for the allocation of the limited funds that we have had available from site council. The principal is the primary person for ensuring that the process for implementation of the Action Plan is carried out; however the Leadership team has played a key role in assuring that our decisions address the goals of the Action Plan. The Leadership team consists of the Principal, the Assistant Principal, the Head counselor, the Activities Director, the Athletic Director, and all Area coordinators (Department chairs).

The Action Plan and the SLO's are reviewed annually as whole staff and within departments and they are the guiding force in the development of department goals and the goals of our Single Site plan for Student Achievement. Goals, in the context of the Action Plan and SLO's, are evaluated by the Leadership Team and the teachers on an annual basis. Progress and revisions are recommended by the Leadership Team, Departments and the Site council and are then approved by the staff and the site council. Annual school wide goals, which encompass progress on the Action Plan, are communicated via the minutes of the meetings of all involved committees, the Single Site Plan for Student Achievement, the Principal's letter, and reports to' the Board of Trustees. Teachers also write annual goals that address professional goals from the California Standards for the Teaching Profession, and Common Core State Standards (CCSS), as well as goals from the Action Plan. These then become part of the evaluation process. The Action Plan, SLO's, and CCSS are the guiding force for all decisions made by the Leadership Team.

In preparing this progress report, we utilized PLC collaboration time both as a whole group and in departments to review the Action Plan multiple times a year since the last full WASC report. We met during our weekly collaboration at least once a semester, to brainstorm, collaborate, and discuss both verbally and in writing how each staff member, department, and school is addressing the schoolwide Action Plan as well as the Critical Areas of Focus. During these collaborations, a variety of stakeholders, including teachers, administration, and classified staff used brainstorming, Google Doc data collecting, and gallery walks to analyze current progress in each area towards achieving our Action Plan goals. The LCAP committee met the month before COVID-19 school and district closures to review the Action Plan and gather data. While COVID-19 put a wrench in our plans for the second semester of the 2019-2020 school year, we were unable to meet that Spring, through the LCAP committee and Site Council committee meetings in Winter of the 2020-2021 school year, they continued to review the Action Plan and gather information and data on the progress in each area. With input and collaboration from all

stakeholders, including Departments, the Leadership Team, and School Site Council this report was prepared by the WASC coordinator, the Assistant Principal, and the Principal.

#### **IV: Progress on the Implementation of the Schoolwide Action Plan/SPSA**

The purpose of this section is to analyze progress on the identified school needs/identified student learner needs in the schoolwide action plan/SPSA since the last visit and to determine the impact on student learning and the continuous school improvement initiatives.

- Explain how the identified student learner needs have been addressed in the schoolwide action plan/SPSA.
- Provide a summary of progress and impact on student learning of the schoolwide action plan's identified school needs/identified student learner needs referencing the identified growth areas for continuous improvement. Cite relevant supporting evidence.
- Explain how the cited relevant supporting evidence led to your conclusions on progress and impact on student learning.

□ **Note:** If any recommended growth areas were not included in the school's schoolwide action plan/SPSA, indicate what actions have been taken to address these issues and provide supporting evidence, including the impact on student achievement.

**The 2017-2018 Visitation Committee summarized their findings with the following Schoolwide Critical Areas for Follow Up:**

##### **Schoolwide Critical Areas for Follow-Up**

The Visiting Committee concurs with the school's identified areas that are outlined in the Schoolwide Action Plan. These are summarized below:

1. Address the individual needs of all students, in terms of academic intervention, academic rigor and cultural enrichment, and social/emotional/behavioral education and support.
2. Prepare every Bear River student in a comprehensive, cohesive way for life after high school.
3. Build upon the relationships with feeder schools, other district programs, colleges, and the community to increase continuity, sequencing, collaboration, communication, and sharing of resources.
4. Utilize and communicate data more effectively in order to evaluate programs and respond to student learning needs.

In addition, the Visiting Committee has identified areas that need to be strengthened:

1. The leadership and instructional staff of BRHS should establish and employ a systematic use of student data (common formative assessments) that will measure the effects of the school's programs and services, guide staff development and decision making that will result in improved student achievement and mastery of the academic standards and student learning objectives.
2. The Bear River staff expresses a desire for more frequent and more proactive

professional development in order to drive student achievement. The instructional staff members should increase their participation in staff development that is systemic and will be sustained over time.

3. The school needs to institutionalize systems and processes so that programs can be self-sustaining including ongoing staff development so that changes in leadership will not negatively affect the school climate. Climate needs to be staff and student centered.
4. There needs to be the development of a schoolwide definition of “best practices” for the implementation of collaboration and data driven decision making to monitor classroom/course instructional practices.

### **CRITICAL AREAS FOR FOLLOW UP #1a:**

**Address the individual needs of all students, in terms of academic intervention and academic rigor.**

Addressed Critical Area of Focus identified by the 2018 Visiting Committee:

1. The leadership and instructional staff of BRHS should establish and employ a systematic use of student data (common formative assessments) that will measure the effects of the school’s programs and services, guide staff development and decision making that will result in improved student achievement and mastery of the academic standards and student learning objectives.
3. The school needs to institutionalize systems and processes so that programs can be self-sustaining including ongoing staff development so that changes in leadership will not negatively affect the school climate. Climate needs to be staff and student centered.
4. There needs to be the development of a schoolwide definition of “best practices” for the implementation of collaboration and data driven decision making to monitor classroom/course instructional practices.

**Progress:** Bear River is in the process of developing a comprehensive, systematic, targeted approach to addressing individual student learning needs. Currently, teachers are being trained district-wide in the PLC (Professional Learning Community) process which will facilitate the support we’ll provide for students. Two years ago we brought Solution Tree’s Maria Nielsen, Aaron Hansen, and Tara Fulton to our district to conduct a districtwide professional development day on 9/23/19 helping all of the schools in the district move forward with the PLC process. Following this districtwide PD, each department had two other days during the 2019-2020 school year, and one day in January or February during the 2020-2021 school year, to continue to focus on PLCs, standards, and learning goals. Due to disruptions by COVID-19, the staff at Bear River have worked their way through stage one of the 4 pillars of PLC, and are on stage 2 of common assessments. Math, Social Sciences and CTE are further along on stage 2 of creating and using common assessments this school year. In an effort to provide more support for students, teachers district-wide, in each department, have identified essential learning standards-ELO’s (boulders,

rocks and butterflies). We are in the process of developing pacing guides, and are currently working on creating end of unit common assessments aligned to the expected learning outcomes we identified. Our goal is to then use data to provide targeted intervention or enrichment for students. We currently have a [District Guiding Coalition](#) overseeing our PLC work, which consists of an alliance of teachers and administrators within our district that help guide the PLC process each school year. This coalition was created during the 2019-2020 school year, with one meeting held December 9, 2019, but then our plans were disrupted with the pandemic. The coalition has met August 11, 2020, November 30, 2020, and February 26, 2021 with a plan to meet regularly once a month during the school year and once during the summer to keep plans moving.

Since the last full cycle WASC visit, and prior to COVID-19, Bear River has been evaluating the effectiveness, utilization, and maximization of Bruin Time, peer tutoring, and before/after school tutoring programs. Prior to the pandemic, we implemented quarterly student surveys on Bruin Time and tutoring program effectiveness, as well as a quarterly analysis of all students' progress in courses (D/F lists) and progress of at-risk students (grades, attendance, behavior, etc.). Teachers do an analysis of student work/assessments to provide in-class and Bruin Time intervention for students. Bear River has had discussions with the other comprehensive high school in our district, Nevada Union, about aligning our bell schedules as well as possibly moving Bruin Time to the middle of the school day as a resource for all students and not only those in 9th and 10th grade or students with D/F grades, when COVID-19 disrupted our next steps. As a result of the pandemic, we had to temporarily suspend Bruin Time until our students are back on campus full time. Our districts' Bell Schedule Committee with representatives from all district school sites, is still working on a potential new bell schedule for next school year.

In its wake, departments have created various methods of additional support for those students struggling with distance learning or hybrid instruction (See [Significant Changes and Developments, Interventions as a Result of COVID-19](#)). For example, this includes strategies such as offering office hours for all departments, mandatory extended office hours, test corrections, Zoom tutoring, schoolwide implementation of Schoology Learning Management System (LMS), and zero period APEX, etc. We also offer other course options for those students struggling in math, science, and English, like Integrated Math II A/B and C/D or Earth and Space Science instead of Integrated Science, and Academic Literacy. While prior to COVID-19, all freshmen would have screening math and reading tests to place students in appropriate courses, this year screening took place for **all** students in math and reading to place students in courses and to provide targeted intervention. Furthermore, para-educators push-in to general ed classrooms to assist students with IEPs. All disciplines use accommodations for students as needed, including sitting students up front, extended times / deadlines, group / partner considerations, and modifications of assignments.

Bear River also has reevaluated the rigor and expectations of high-level academic courses like Advanced Placement and Honors. Teachers assigned to teach Advanced Placement or Honors courses attended training as appropriate on an ongoing basis. This past year one of our AP teachers was selected to read and grade AP English Literature exams online for the College Board and ETS for the 2019-2020 school year, thereby supporting development of rigor in



accordance with AP expectations. In the 2019-2020 school year, counselors, administrators, and department chairs/teachers reviewed current policies and guidelines and adjusted them accordingly in order to ensure a high level of academic rigor and expectation. The course preview and selection process for the AP/Honors courses reflected new policies, practices, and guidelines. Students who wished to take an AP or Honors course were required to attend a Course Preview session in that subject, earn a grade of an “A” or a “B” in that subject in the prior semester, get teacher approval, fill out an AP contract, get a parent signature, and complete an assignment done during Bruin Time as a means for the teacher to assess a student’s ability level. Once the student did the initial requirements, students were expected to complete summer homework, also required to be in the class. This had to be modified last school year due to the pandemic, so students did not have to do an entry assignment prior to enrolling in an AP/Honors course for the 2020-2021 school year. Administrators, teachers, and counselors also provided parent/student education nights (as well as information available online) for families of students who wish to enroll in AP or Honors courses. We continue to provide financial support for low-income students for access to Advanced Placement exams. Lastly, the teachers, counselors, and administrators reviewed data related to students slated for entry into AP and Honors courses to assess their readiness and counseled accordingly. As of this current school year, our AP student number in our school has increased from 66 students in 2018 to 93 in 2020, and our AP exam pass rates have continued to increase over the past three years from 57% to 63%.

Bear River has also evaluated our master schedule offerings to increase and maximize student access to rigorous, challenging, relevant course offerings. Our counselors and administration have worked with our district CTE TOSA to increase our CTE offerings at our site and as a result for the 2020-2021 school year we have 19 CTE courses (See [CTE Changes /Developments](#)). We also have added a variety of new courses, such as AP English Language in 2018-2019, Earth and Space Science, Anatomy and Physiology, Get Focused, Stay Focused, Theater Arts: Professional Drama, Advanced Theater Arts, Foundations to Integrated Math I, and Integrated Math II A/B extension and C/D extension. We also offer courses that are dual enrollment with Sierra College, such as Intro to Digital Design I, Ag Mechanics II (not this school year, but previous school years), and the Anatomy & Physiology course. Next year we look forward to adding Ag Mechanics I and II back into dual enrollment. Administrators, counselors, department chairs, and the faculty engage in a 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.

### **Departmental Addressing of Student Needs**

- Agriculture: Student agency in how they are involved in SAE and FFA programs. Working to develop an inclusive culture within the program.
- TechTheatre: Our department takes extra time to make sure we understand how each student functions in order to be able to place them in a position that they can be successful in and strive. The team atmosphere assists with this process in a big way. Peer tutors/aides assist when needed.
- Digital Media Arts: Review of the D & F list, calls home, referring students to Tier 2 & 3 of MTSS supports at BR.

- English: Daily exit tickets on mental health status. Inclusion of diverse perspectives through Common Core aligned texts. Senior Project Career Cohorts makes career exploration more equitable for all Seniors. Extended office hours for additional support. Graphic organizers to help guide students in paragraph writing. Use of ESLbits to pair the written word with audio while reading in class. Built-in extensions for students with 504 or IEPs.
- Science: Our new Earth and Space science course uses an ebook from McGraw Hill that provides an audio book version, line readers, highlighters, etc. for students with different learning needs. Physics books (regular and AP) have online text as well as video tutorials for students. Built-in extensions for students with 504 or IEPs that require extra time on work completion. The new Anatomy & Physiology course is taught with an ebook through Cengage through which the teacher can assign study tools for students. These study tools are diverse and cover a wide range of learning styles.
- Social Science: Created some common unit exams for the World History course. They use a common Short Answer Question Rubric. They have a common Essay Rubric for the following essays, Comparison, Causation, Cont. & Change over time.
- SPED: Triennial assessment tools, reading fluency assessment, daily warm ups and exit tickets, supported Studies Daily/Weekly Log, Fast Forward, evaluate and determine progress on IEP goals, determine accommodations/modifications, push-in and pull-out support, progress reports on goals
- Math: Developing applied/finance math course for students who need 3rd year math credit, test retakes, common assessments, adjusted Integrated I pacing due to distance learning, extended office hours, counseling referrals, students can retake Integrated I for credit, Foundations for Integrated I for struggling students, Integrated II AB and CD.
- World Languages: Offer opportunities for remediation and extra instruction, instructional videos posted on YouTube for extra help, maintain a website with additional resources (tutorials, games, activities) to help with individual needs, common assessments.
- VAPA: Contacting and bolstering students individually that need intervention, specialized music, dance styles, drama pieces, and art projects with foundations in many cultures, real world cultural experiences like college visits, museum visits, and city tours
- PE: Organizing students into smaller groups or teams to enhance group dynamics and teamwork, working with Adaptive PE teachers to supply all students with opportunities to be involved in class activities, stressing the importance of Physical Health with Mental and Emotional Health, created Essential Learning Outcomes from California State Standards, California Physical Fitness, weight training has common strength assessments every six weeks
- Reconnecting Youth Class: Directly supports at-risk and struggling students, and we are funding curriculum for our in-school-intervention program.

## **CRITICAL AREAS FOR FOLLOW UP #1b:**

### **Address the individual needs of all students in terms of cultural enrichment and social/emotional/behavioral education and support.**

Addressed Critical Area of Focus identified by the 2018 Visiting Committee:

2. The Bear River staff expresses a desire for more frequent and more proactive professional development in order to drive student achievement. The instructional staff members should increase their participation in staff development that is systemic and will be sustained over time.
3. The school needs to institutionalize systems and processes so that programs can be self-sustaining including ongoing staff development so that changes in leadership will not negatively affect the school climate. Climate needs to be staff and student centered.

**Progress:** Bear River staff has evaluated the mental health/well-being needs of students through a variety of methods, including our annual California Healthy Kids Survey, student/parent input on the LCAP surveys, informal exit tickets, and Intervention student surveys and discussion posts on Schoology. In examining the results from these surveys, while data is not available from the most recent school year, looking at the previous year's CHKS there is an increase in students experiencing mental health issues over the past five years (+6% increase) and a decrease in substance abuse from the prior year (+68%), with an overall increase from five years ago (-22%). At the same time, there is also an increase in students feeling connected to a trusted adult on campus (+9% in 5 years). Teachers, administrators, counselors, psychologist/ therapists, and our Intervention Specialist have had the opportunity to attend numerous trainings on student mental health needs and interventions since the 2019 school year where some of our Professional Development days have included opportunities for training on Trauma-Informed Practices and mental health awareness. For the past three years, our district has made \$15,000 per year of Professional Development funds available to all staff for MTSS, intervention, social-emotional, and behavioral training. While little staff have utilized this opportunity, our Intervention Specialist regularly attends the CA MTSS Professional Learning Institute (<https://ocde.us/MTSS/Pages/PLI.aspx>) and she has also attended an IIRP training (International Institute for Restorative Practices). Our efforts on trauma-informed practices have been a bit stymied as a result of the pandemic. Our district is currently awaiting results of a grant submission that would fund a full time Restorative Practices coordinator for the district for the next 3 years, as well as provide funding for training on RP.

In addition, our counselors or teachers initiate SSTs when a student is clearly struggling academically and/or as a result of mental health issues such as anxiety or depression. We also have a Wellness Center that teachers or counselors use with students to decompress and take mental health breaks; this still needs to be staffed by a full-time employee. Additionally, Bear River offers Reconnecting Youth, a class for those at-risk students who need more one-on-one connection in a smaller class setting. Students are referred by teachers or a staff member. Our district also has a psychologist at our disposal. Teachers can refer students to the Intervention Committee when data suggests there is a need for broader intervention. While all departments

provide context or background knowledge prior to lessons, the Social Science department discusses current events with cultural sensitivity, understanding, and empathy for various viewpoints, particularly during class discussions. The English department uses Common Core aligned texts that are inclusively diverse from a variety of perspectives. As a school, prior to the pandemic, we have done Breaking Down the Walls in the 2019-2020 and 2018-2019 school years. School morale and connectedness increased after these programs. Many teachers and staff participated in Breaking Down the Walls, further building meaningful relationships with and between students and between students and staff. Throughout the past school year, our weekly department meetings often include best practices for building community in the classroom and methods for engaging students.

Bear River also uses the Leadership class, which has taken over as our site's Link Crew, to help support freshmen and other new students as they transition to a new environment. Our Link Crew this year consisted of only Leadership students, in other years we opened it up to anyone that was interested, as we didn't have funding from the district as we had in years past. There are training activities for the Activities Director and students leaders in Leadership and many of these same students were the student leaders for the Breaking Down the Wall program. For the last BDTW, we had student nominated leaders not only from Leadership, but from any class as long as they were juniors or seniors. For the 2020-2021 school year, each student was assigned 5 freshmen students. They reached out to them during the first week of school via their district email account and invited them to a Zoom meeting. When the meeting took place, we had a script prepared for each student to address some talking points. It included an icebreaker as well as information about the schedule, Schoology, office hours, and so on. At the end of the meeting, they all exchanged contact information. Every month or so, our leaders do a virtual check-in with their assigned students. Leadership students also led their groups of freshmen on a tour around campus prior to our first transition into Hybrid. Just recently, Leadership also started a "student of the month" program as an opportunity for students to be recognized by their teachers for their perseverance during this pandemic school year. We are still working on strengthening this program to continue to build connections between students and the school.

Since the last full WASC, we have developed alternatives to school suspension that are meaningful and educational for students. Not only have administrators, counselors, intervention team members, and teacher leaders obtained training related to restorative practices and [MTSS](#), we also have an Intervention Specialist who students can be referred to for additional support. She, along with other teachers, provides tutoring before school and after, either in-person during Hybrid, or in Zoom if in distance learning. Our Intervention Specialist also utilizes OCI to focus on student growth so they learn from their mistakes, set goals, and restore harm that may have been caused by their actions ([See-Significant Changes, New Programs / Changes to Programs: OCI](#)). Due to the increased emphasis on MTSS, restorative practices and growth, our suspension rates have declined as have our expulsion rates in the past three years ([See-LCFF Priority 6: School Climate](#)).

We are working on providing additional opportunities for implementation of multicultural awareness/education across the curriculum as well as schoolwide. We had a planned cultural appreciation week, but then COVID-19 disrupted that plan.

## **CRITICAL AREAS FOR FOLLOW UP #2:**

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

Addressed Critical Area of Focus identified by the 2018 Visiting Committee:

1. The leadership and instructional staff of BRHS should establish and employ a systematic use of student data (common formative assessments) that will measure the effects of the school's programs and services, guide staff development and decision making that will result in improved student achievement and mastery of the academic standards and student learning objectives.
4. There needs to be the development of a schoolwide definition of "best practices" for the implementation of collaboration and data driven decision making to monitor classroom/course instructional practices.

**Progress:** Bear River is in the process of implementing specific college/career exploration, research, and readiness components at each grade level. Starting in the 2019-2020 school year, we offered a new course, Get Focused, Stay Focused! (GFSF), a college and career readiness class that leads students towards analyzing their interests and abilities, while linking that to potential future careers, trade schools, or colleges. Beyond the semester course students take their freshmen year, GFSF follows students through each grade level by having students complete a few modules each year as it pertains to their goals for life after high school. Students leave high school with their 10 year plan towards that goal. This course also provides life skills education, such as how to do taxes, how to budget, and how to manage time and money, in order to help prepare them to survive and thrive in the adult world. Numerous staff members have completed professional development on GFSF so as to successfully implement it at all grade levels. We are also currently in the process of developing an Applied/Finance Math course for students who need a third year math credit.

Bear River has also implemented the new Senior Project Career Cohorts for the 2020-2021 school year which makes career exploration more equitable for all seniors. Despite the Senior Project being cancelled for the 2019-2020 school year, our district has decided to return with a new format that is "pandemic friendly." With this new model required for graduation, students initially take the Meyers-Briggs personality test and the Holland Codes Career Profiler to match each student to a career field that complements their interests and abilities. Using these two resources, students pick a potential career they want to research and focus their project around; they are then grouped into cohorts within the same field. Cohorts meet virtually three times throughout the year to discuss project development and any roadblocks seniors may be having. The new Senior Project, focusing on more college- and career-ready curriculum, is designed to give all students an opportunity to explore a career path and move progressively and successfully towards entering the adult world of work. The goal of this project is to help our seniors understand how their own personalities and interests can help them select a career path, gain deeper insight into the types of jobs available, discover specific career training requirements and expectations, and practice the process of getting a job. We partner with many professionals and community members who lead our students in the understanding of specific career paths, offer them mentoring and mock interview practice, and act as adjudicators for the final project presentations. This Senior Project format, required at all of our

high schools in our district, assists students with identifying college and career matches based on their individual interests, strengths, and needs. ([Senior Project Handbook](#)) Due to the pandemic, internship opportunities for students are limited for the 2020-2021 school year.

Bear River has also increased Career Technical Education (CTE) program and pathway offerings over the past three years. With 23 different CTE courses offered and 9 pathways, 3 of them new this year, students have many choices for a variety of career related courses to choose from. Despite offering more choices in CTE courses, looking at the CTE Program Participation data, there is a decline noted in pathway completion over the past two years, down 7% from 2018-2019 with 50% of students completing a CTE program, to 43% of student pathway completion in the 2019-2020 school year. We need to work on increasing our CTE pathway completion by the time students graduate from Bear River. Currently, our district received a grant to assist in this area of concern. CTE teachers will be doing a “roadshow” with incoming students from Magnolia this school year in the spring to explain the pathway process and encourage students to complete those pathways. This grant also pays for 1:1 counseling for incoming students to discuss college and career plans.

Our school has also increased other (non-CTE) elective and enrichment offerings and opportunities by providing a variety of courses ranging from Theatrical Dance, to Jazz Band, to Photography, to a Drawing/Painting Workshop. These assortment of electives help reach all types of interests and learning styles showcased by our unique students. With 60 units being required for graduation from Bear River after required courses are met, and with a small student body, offering so many electives provides diverse opportunities. Despite these offerings, the graduation rate has declined slightly over the past few years.

Our counselors also provide additional assistance with planning related to college application processes, career preparation, financial planning for post-secondary plans, and scholarship application planning. Prior to the pandemic, the counselors offered numerous in-person opportunities for seniors during Bruin Time hours to assist with college applications, FAFSA applications, and scholarship applications, etc. This school year, everything has been offered virtually, including an informational bi-weekly counselor update on post-high school opportunities for students. Our counselors also provide additional education and support regarding four-year college requirements, testing, and more.

### **Schoolwide Preparations for Students for Life after High School**

- Providing targeted intervention for discipline (OCI) based on student offense to work on changing behavior, not punishing behavior
- Providing organizational tools for time management, planning, and self reflection
- Encouraging self-advocacy
- Core Values: Grit, Empathy, Curiosity, Community, Integrity
- Annual discussion/counseling meetings in Winter/Spring with students to discuss future goals/plans
- Intervention course on Schoology (new to 2020-2021 school year)
- Peer Tutoring program
- Reconnecting Youth
- Counselors provide classroom presentations regarding college and career

- Counselors meet with all 9th graders at the beginning of the year to talk about mindset and succeeding in high school
- Counselor Connection Newsletter, weekly newsletter starting in April 2020
- Counselor Twitter to update seniors and students on college/career opportunities
- BR Daily Bulletin, showcases important senior information and testing opportunities
- Informational nights (Future Bruins, Senior Workshops, FAFSA workshops, Parent nights, Scholarship workshops etc.)
- District College/Career tab on website
- Provide Sierra College Transition Counselor on site for college
- School facilitates SAT/ACT/PSAT/ASVAB testing
- Abundance of CTE courses
- A-G course offerings
- Expansion of course offerings to include courses in career related fields (Advanced Theater Tech, Online Media, etc)
- Social Sciences-Critical Thinking:
  - Compare and Contrast
    - Different viewpoints, concepts, etc. This skill is incredibly important for high school graduates.
  - Causation:
    - Not only teaching causes, but also teaching effects of events. Important skill for students to understand so they can evaluate decisions in their life.
  - Continuity and Change Over Time
    - What changed and what stayed the same. Learning from past mistakes in their life and evaluating change and growth.
- English: ERWC for seniors, a Common Core aligned course. TBEAR paragraph writing, close reading focus on critical thinking, Senior Project, Pearson textbook showcases diverse perspectives across all grade levels
- Integrated Math promotes the Math practices: Reason abstractly, Construct viable arguments, Critique reasoning of others, Mathematical modeling, Use of appropriate tools, Attention to precision, Logic and Critical Thinking
- SPED: Transition Services, job shadowing, college/business field trips, IEPs, case managers align student schedules with areas of interest, workability
- World Language: A second language is beneficial in obtaining meaningful employment, vocab specific to professions
- PE: We stress and teach various life-long activities that students can carry with them into adulthood. We teach that staying physically healthy is a life-long endeavor.
- VAPA: Discussion of life and career in the arts, visiting professionals to share expertise in field, involving students in related community activities such as Sierra Stages, The Aerial Lab, Young Composer's Project (InConcert Sierra), Donner Mine Music Camp, Honor Choir/Honor Band
- Science: Science courses provide relevance between the curriculum and real-life by implementing lifelong learning practices. Ex., Earth and Space Science courses cover natural resources and how they shape our local and global economies. We aim to offer courses for students who wish to graduate with the state required science courses and offer additional courses for students who wish to pursue degrees in the STEM field.

### **CRITICAL AREAS FOR FOLLOW UP #3:**



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

Addressed Critical Area of Focus identified by the 2018 Visiting Committee:

1. The leadership and instructional staff of BRHS should establish and employ a systematic use of student data (common formative assessments) that will measure the effects of the school's programs and services, guide staff development and decision making that will result in improved student achievement and mastery of the academic standards and student learning objectives.
3. The school needs to institutionalize systems and processes so that programs can be self-sustaining including ongoing staff development so that changes in leadership will not negatively affect the school climate. Climate needs to be staff and student centered.

**Progress:** Since the last full WASC visit, Bear River has continued to build ongoing partnerships with our feeder schools, in particular Magnolia Intermediate School, located right next to Bear River High's campus, and where about 68% of our incoming freshmen come from. After BR's administrative transition in the Fall of 2018, our teaching staff began a more consistent and routine collaboration with Magnolia's teachers starting May 17, 2019. We discussed curriculum, shared students' knowledge, and discussed the needs of our students. This continued into the 2019-2020 school year, where we had three collaboration days scheduled throughout the school year on November 1, 2019, February 7, 2020, and May 29, 2020. Due to the pandemic, we were unable to meet May 29 and have yet to meet for the 2020-2021 school year. We plan on continuing this collaboration through Zoom later this spring, as well as into this next school year, to discuss our students' academic progress and learning needs, especially since we have made progress on our ELO's and PLCs. (Department [notes](#) from May 2019 Magnolia collaboration) In addition, our principal, assistant principal, counselors, and intervention specialist have met with Magnolia Intermediate School's counterparts the last few springs 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. This has led to creating a Foundations to Integrated Math I course for those freshmen students who struggle in math, as well as offering Academic Literacy (Fast Forward) in English not only as an additional reading course, but as a component within all freshmen students' Health classes done weekly throughout the semester.

Bear River and Nevada Union High, our other comprehensive high school in the district, are working on building continuity to increase student access to opportunities at both school sites (i.e. distance learning courses, ROP (Regional Occupational Programs)-like programs, etc.). Both sites are focused on PLCs, ELOs, and building common assessments within departments. While NU started a year ahead of BR in the PLC process, both sites are honing in on pillars 2 of the 4 pillars in SolutionTree's PLC process. BR and NU have had multiple professional development opportunities together, including September 23, 2019, January 27, September 28 and 29, 2020 staff development days, focusing on PLCs, UDL, and restorative practices. While



site administrators and district administrations are working on identifying and developing opportunities for increased student access to the district's educational opportunities, BR teachers and administrators and our Nevada Union High School counterparts, have not yet developed a common bell schedule in an effort to share programs. While there was a Bell Schedule Committee created in the 2019-2020 school year, with stakeholders from both sites, Nevada Union was unable to reach a majority consensus on adopting BR's bell schedule with the built-in intervention period at the end of the day. This, as well as the pandemic, has inhibited our ability to increase student access to opportunities and programs at both school sites. Currently, the Bell Schedule Committee is back in action working towards creating a common bell schedule within the district with intervention built into the school day for **all** students.

Bear River has continued to build ongoing partnerships with Sierra College, CSUs, and UCs to ensure our students are well prepared for their postsecondary educational pursuits. We have increased our dual enrollment offerings with Sierra College at BR with the addition of the Anatomy and Physiology course and Introduction to Digital Arts, and in the previous two years added Agricultural Mechanics II as a dual enrollment course. While Ag Mechanics II isn't dual enrollment this year, we plan on continuing it's dual enrollment status next year, as well as adding Ag Mechanics I. We are continuing to further build dual enrollment options in a variety of subject areas so that students can earn college credits for courses taken at Bear River. We continue to offer the ERWC (Expository Reading and Writing Curriculum) course for seniors, with its curriculum developed by the CSU and community college systems, thereby increasing emphasis on college-readiness skills. All of BR's English teachers have been trained in ERWC, and teachers who are slated to teach dual enrollment courses have received needed training prior to implementation, including our Digital Arts teacher who received JEA's (Journalism Education Association) CJE (Certified Journalism Educator) certification this past school year. She also won JEA's 2020 Rising Star Award in November, in which only eight Journalism teachers in the nation were chosen.

Bear River has also continued to increase collaboration and communication with the community in a multitude of ways. Prior to the pandemic, we built partnerships with local businesses and organizations through our reinvigorated focus on internships with the help of our CTE Bear River Internship Coordinator, a new position to start the 2019-20 school year. While there are a number of CTE pathways at Bear River High School, internships have not been a priority at the school. By creating the internship coordinator positions at both Bear River and Nevada Union high schools, the district has created a mandate to make internships a priority. Starting in the 2019-2020 school year, the coordinator asked all 128 CTE students to fill out a questionnaire regarding general information about the student, details about past and/or present internships, and needs related to future internships ([See BR Internship Report Fall 2019](#)). Through this questionnaire, the Internship Coordinator then helped place students in internship opportunities that fit their interests and post-secondary aspirations. By April of 2020, the coordinator helped 23 students find internship placements in over 10 different industry sectors (See [April 2020 BR Internship Snapshot](#)). As a result of the pandemic, alternate methods of internships had to be contemplated for the 2020-2021 school year. With the help of BR's Senior Project Coordinator and other teachers, the Internship Coordinator helped create the newly formatted Senior Project Career Cohorts. In light of COVID-19, the Internship Coordinator collaborated with teachers across the district to create a virtual internship program. Titled "Career Cohorts", the program

connects industry experts from the community with seniors who are interested in those careers (See-[Career Cohort Program documents](#)). This has helped further our connections to business and community leaders, enhancing BR's role in the community.

### **Schoolwide Building of Relationships with Feeder Schools, District Programs, Colleges, and Community**

- As a whole: Future Bruin Day, arts performances with feeder schools, sporting events (pre-pandemic), regular vertical alignment with Magnolia Intermediate School, dual enrollment with Sierra College, 8th grade parent night, College Career Day, guest speakers-military, colleges. Youth Sports: Volleyball Camp, Junior Bruins Football. Senior Project, Key Club, PALS Program with Cottage Hill Elementary, both comprehensive sites have common pacing and textbooks, Adopt-a-Family in the community for the Holidays, Annual blood drive in the spring on campus, 2020-2021-Nevada County Fairground provided internet access for any students needing WiFi and a safe space to work during the day
- Counseling/Intervention: Meetings with site administration, Collaboration with intervention staff, Sharing of information (reading, math scores, CAASPP, 504, discipline), Course registration visits, Counselor weekly visits, Provided on site meetings (4 times) for at risk students, provided 2 sessions for individual course selection in spring
- CTE: Agriculture-Advisory Committee consists of members of the community, professionals in ag., Sierra College representative, and others. Our Boosters Club provides an opportunity for community members to support our students. TechTheatre-Provide student matinees for feeder schools. Digital Media Arts-Regular vertical alignment with Magnolia Intermediate; Dual enrollment with Sierra College.
- Math: QRAT PLC includes college professors and local high school teachers, Annual feeder school collaboration, Magnolia students are able to take math courses at BR
- PE: Collaboration with the physical education department from our main feeder school, collaboration with collegiate recruiters, take students on tours of college campuses.
- Science: Collaboration with science department feeder school to discuss curriculum, writing skills and transitional labs, A&P dual enrollment grants college credit with an additional transcript from Sierra College, looking to build upon this single course offering towards an allied health pathway that would offer sequential college courses in dual enrollment format
- Social Science: Law - Essay Contest, Guest Speakers, Clubs and Community Service, Collaboration with Magnolia Social Science Department to talk about textbooks/pacing
- SPED: 8th grade transition meetings, Community college representative presentation, Senior Project, 8th grade tour of high school campus, Workability job placement, Collaboration with feeder school case managers, 8th grade transition meetings, Representative from Sierra College DSPS office speaks to seniors with IEPs each year, Outside agency representatives invited to IEP
- VAPA: Active relationships with local feeders and colleges, like Magnolia, UNR, Sierra College, Invite feeder schools to special matinee performances of Drama Productions, Take Drama students to see shows at Sierra College, Drama day with Magnolia Drama students, Middle school invitationals of assemblies and sports events, All performances open to students, staff, and community

## **CRITICAL AREAS FOR FOLLOW UP #4:**

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

Addressed Critical Area of Focus identified by the 2018 Visiting Committee:

1. The leadership and instructional staff of BRHS should establish and employ a systematic use of student data (common formative assessments) that will measure the effects of the school's programs and services, guide staff development and decision making that will result in improved student achievement and mastery of the academic standards and student learning objectives.
2. The Bear River staff expresses a desire for more frequent and more proactive professional development in order to drive student achievement. The instructional staff members should increase their participation in staff development that is systemic and will be sustained over time.
4. There needs to be the development of a schoolwide definition of "best practices" for the implementation of collaboration and data driven decision making to monitor classroom/course instructional practices.

**Progress:** Since the last full WASC visit, Bear River has improved communication with parents and students regarding academic progress by course through utilizing the Schoology Learning Management System (LMS) across the district in all departments and all grade levels since the 2020-2021 school year. While many teachers used Schoology in the previous school years, many teachers did not. With the advent of the pandemic, and the need to improve communication regarding academic progress, the district decided to make it mandatory for all teachers to use Schoology as a gradebook, course update center, and intervention component. All students have an intervention "course" in their personal Schoology accounts, where they can arrange tutoring help, take placement assessments at the start of each semester, take intervention questionnaires, and communicate with our Intervention Specialist.

In addition, the district also purchased a new System Information System (SIS), Synergy, in the 2018-2019 school year that communicates with Schoology. Unfortunately, the synching process has had some glitches with not all grades and assignments from Schoology being accurately transferred over to Synergy. While many staff have had sharp learning curves with Synergy, and needed additional training during the 2019-2020 school year on how to effectively utilize its gradebook and grade reporting features, it did prove challenging in progressing in this area. However, implementing the sitewide and districtwide use of Schoology made it easier for students, and their parents, to access their grades daily and see their progress throughout the course of each quarter and semester. Furthermore, this school year the district required all teachers to post weekly updates in Schoology with an overview of assignments for the week (also sending out an email of those updates). This, too, has helped students gain a clearer understanding of their expectations as well as have a checklist for progress at their disposal. We also utilize Interim Progress Reports (IPR) to help convey grades and academic progress every six weeks to parents and students. As a staff, we discuss the IPR results and quarter grade results in our weekly staff meetings, including

how best to handle the high rate of students with D/F this current school year. As a result of the IPR data and quarter grade checks, numerous interventions have occurred that have helped our struggling students get back on track (See [Significant Changes and Developments, Interventions as a Result of COVID-19](#)).

As mentioned in previous schoolwide Action Plan goals (1A), in an effort to provide more support for students, teachers districtwide, in each department, have identified essential learning standards (ELOs) and are working on developing pacing guides, as well as creating end of unit assessments that are aligned to the ELOs we've identified. Once we have created these common assessments, we will use this data to provide targeted intervention and enrichments for students. With the creation of common assessments, this will also help us have consistent and equitable grading practices as we work to develop common, agreed-upon objectives. This will also help each department develop a systemic way to analyze student performance and academic growth from year to year to provide students the needed support. Teachers are being trained currently in the PLC process as well as UDL which will facilitate the support we'll provide for students. Bear River is behind our targeted yearly PLC goals in this aspect due to the pandemic and renewed focus on hybrid and distance learning this school year. However, as mentioned in goal 1A, our district did create the District Guiding Coalition starting in the 2019-2020 school year to help focus our PLC process. This coalition, consisting of administrators and teachers, will help direct our PLC work with monthly meetings starting in spring this year, and continuing on into the next years.

Our school is currently still working on how best to emphasize student self-evaluation and tracking of goals and progress throughout high school. Starting the previous school year, freshmen students took the brand new course, Get Focused, Stay Focused! with follow-up modules to be taken each subsequent year. This course, as mentioned, will help students set short term and long term goals in hopes of building a plan for students for college and career.

Bear River has also continued to employ math and reading screening placement tests over the past school years to ensure that sufficient diagnostic assessments are in place for proper course placement. Prior to the 2020-2021 school year, screener tests were only given to incoming freshmen, but as a result of the pandemic, for this current school year, BR has adopted new screening assessments for **all** students using Fast Forward (reading) and the Mathematics Diagnostic Testing Project (MDTP), which is a free assessment system to support secondary math educators in California schools. These math readiness tests are used formatively in classrooms, departments, and schools to promote and support student readiness and success in college mathematics courses. Fast Forward gives data for decoding, phonological awareness, vocabulary, and comprehension. These results are then used to appropriately place students in remedial math or English courses if need be, or to recommend students to be placed into Honors/ AP courses.

### **Schoolwide and Departmental Utilization and Communication of Data**

- Schoolwide: Formative/summative assessments aligned to ELOs to provide timely intervention for students not meeting goals. Development of new courses. Bruin Time mandatory for D/F students and 9-10th graders, prescriptive interventions during regular school and office hour intervention for hybrid/DL. Examine grades, attendance, and reading levels to find patterns in students' performance in classes. SST and 504.

Screening results for all students (prior to this year, only 9th grade) in math and reading to place students in courses and to provide targeted intervention. Schoolwide Schoology use. Site council.

- Counseling/Intervention: Screeners and follow-up assessments given 3 times/year and shared with school personnel to help guide instruction. Grades and attendance used to determine Bruin Time placement. Using surveys/discussion posts to check the student climate and sharing this with staff (Staff, parent, student surveys [Sample Parent Survey](#) [Sample Staff Survey](#)). Providing daily tutoring services [Tutoring Services](#)
- CTE: Tech Theatre-Class evaluations filled out by students twice a year. Digital Media Arts-Schoology as a one-stop curriculum hub. Checking for understanding, frequent publication of student media products, UDL practices. Ag-Frequent checks for understanding, personal autobiographies, value self-assessments, differentiated instruction, student choice in assessment. Student agency in how they are involved in SAE and FFA programs. Working to develop an inclusive culture within the program.
- English: No Red Ink grammar program - reassign areas where Ss are floundering, AP Classroom Unit Assessments for AP Lang/ AP Lit, examine TBEAR graphic organizers/paragraphs to see where to refocus future lessons, using AP rubrics, focus on student areas for improvement, students who fail to show mastery on ELO's assigned to tutoring sessions (in-person days will utilize Bruin Time) focused on specific standard, working towards common rubrics across grade levels. Training in progress for use of GoalBook Pathways assessments with the goal of establishing Bruin Time/Tutoring in specific ELO standard for students not obtaining mastery.
- Math: Common semester finals in all courses, Common pacing, Common unit assessments, Distance learning has affected common pacing and common assessments, Integrated Math 1 has begun sharing common homework tutorials, Common ELO's, Placement test is given to all 8th graders at end of school year and to all 9th graders at beginning of school year (MDTP), At end of year, math teachers verify student placement through collaboration.
- PE: California Physical Fitness, weight training has common strength assessments every six weeks, Monitoring and tracking student development (BMI, Strength tests, mile times, etc.), Tracking performance several times during the year so students can see positive progression, Creating competitive balance so all students have the opportunity to succeed, Common dress code policy, Common Make-up work policy, Sportsmanship Policy, Cell phone policy, all use Schoology
- Science: Physics - Illuminate identified the standards which were not being met to re-teach or scaffold differently. Now using other tools (Pearson, Schoology), AP Physics/ AP Chem/ AP Biology - AP Score reports to inform areas for improvement. Earth and Space Science uses common assessments. Most courses are taught by a single teacher. Many science-wide skills are done across all classes, E&SS and A&P both use ebooks with built in study guides, study tools and audio books
- Social Science: Weekly Chapter Quizzes (multiple choice) - Student Results are imputed to Schoology. Teachers can see which questions are most commonly missed and reteach / clarify those concepts. Short Answer Questions - Rubric Tool is used on Schoology to grade each assessment. Data is collected. Essay Rubric tool is used on Schoology. Students have an opportunity to see where they lost points. Teacher analyzes the data and then reteaches elements of the essay. Common assessments. Created some common unit

exams for the World History course. Common Short Answer Question Rubric. Common Essay Rubric.

- SPED: Triennial assessment tools, Reading fluency assessment, Daily warm ups and exit tickets, Supported Studies Daily/Weekly Log, Fast Forward, Progress on IEP goals quarterly, Provide student access to curriculum at their instructional level, Supported Studies, Record and post lessons, Utilizing Schoology, Push-in support, IEP at a Glance in schoolwide data program, progress reports, regular reading fluency checks
- VAPA: Class critiques, Reteaching concepts and explaining rubrics, Holding students accountable for following directions and being a self advocate, Teaching students where they are that day, Zoom Office Hours for extra help, Use of SmartMusic to gather and assess student performance, performance expectations for all students
- World Language: Cerego used to track student students' learning of Spanish vocabulary, Student scores on assessments are used to check for mastery and possible needs to re-teach material, All classes share the same semester finals and we are creating new common assessments for each unit.

## **V: Schoolwide Action Plan/SPSA Refinements**

- Based on the findings of the current progress report, further refine the schoolwide action plan/SPSA as needed and include a link to the school's most recent schoolwide action plan/SPSA.

See [Revised Action Plan March 2021](#)

[SPSA 2020-2021](#)