

The Single Plan for Student Achievement

School: Bear River High School
CDS Code: 29-66357-2930048
District: Nevada Joint Union High School District
Principal: James Nieto
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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The District Governing Board approved this revision of the SPSA on .

Table of Contents

District Vision and Mission	4
School Vision and Mission	5
School Profile.....	5
Comprehensive Needs Assessment Components	6
Data Analysis	6
Surveys	6
Classroom Observations.....	6
Analysis of Current Instructional Program	6
Description of Barriers and Related School Goals	9
School and Student Performance Data	10
Academic Performance Index by Student Group	10
English-Language Arts Adequate Yearly Progress (AYP).....	11
Mathematics Adequate Yearly Progress (AYP).....	12
CELDT (Annual Assessment) Results.....	13
CELDT (All Assessment) Results.....	14
Title III Accountability (School Data)	15
Title III Accountability (District Data).....	16
Planned Improvements in Student Performance	17
School Goal #1	17
School Goal #2	19
School Goal #3	20
School Goal #4	23
School Goal #5	26
School Goal #6	30
School Goal #7	32
School Goal #8	33
School Goal #9	34
School Goal #10.....	35
Centralized Services for Planned Improvements in Student Performance	36
Centralized Service Goal #1	36
Centralized Service Goal #2	37
Centralized Service Goal #3	38
Centralized Service Goal #4	39
Centralized Service Goal #5	40

Summary of Expenditures in this Plan41

- Total Expenditures by Object Type and Funding Source41
- Total Expenditures by Funding Source42
- Total Expenditures by Object Type.....43
- Total Expenditures by Goal.....44

School Site Council Membership45

Recommendations and Assurances.....46

District Vision and Mission

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School Vision and Mission

Bear River High School 's Vision and Mission Statements

VISION STATEMENT: Bear River High School's vision is one that encompasses students, staff, parents, and community working together to encourage responsibility, integrity, and an enthusiasm for learning. Additionally, our vision includes providing a variety of high quality educational opportunities by creating a dynamic school that continuously challenges all students and prepares them for the future.

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, one offering the tools to enable them to become productive and adaptable members of an evolving society.

School Profile

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

Bear River High School is one of two comprehensive high schools in the Nevada Joint Union High School District. Opened in 1986, the Bear River community celebrated its 25th anniversary throughout the 2010-2011 school year. Bear River is located in the Sierra foothills between the Nevada County communities of Nevada City and Grass Valley and the Placer County community of Auburn, California. The campus, located on 44 acres, is without question the hub for southwestern Nevada County. Given the multitude of athletic competitions, choral and band concerts, drama productions, and other extra-curricular activities, Bear River High School is pivotal to the community. As a means of accentuating the significance Bear River plays for all stakeholders, the school has forged a partnership with the Nevada County Library and functions as the branch's South County home. Additionally, Bear River High School allows the community access to its swimming pool after school hours and during the summer months. Additionally when schedules allow, community groups may also use the theater and fields for various sporting events.

As is the case with most other comprehensive high schools within proximity, Bear River is experiencing declining enrollment. The geographical region we serve has functioned as a bedroom community, with many parents commuting forty miles to work in Sacramento and other outlying areas. Now, with the economic downturn experienced throughout the country, and in our county in particular, families are being forced to find employment out of the area or are choosing to move closer to their places of employment to alleviate the costs associated with commuting. Additionally, the district agreed to provide several classrooms for a new charter high school (on the Bear River campus), and with the opening of this new school, SAEL, Bear River has realized an exodus of 30+ students to the new school.

In spite of declining enrollment and depleted funds from the state, we have made every effort to maintain the depth and breadth of our programs. Even though there are no available funds for GATE students, we continue to meet these students' needs by offering a significant number of honors and Advanced Placement classes. We also continue to provide a variety of visual and performing arts courses, including photography, clay, drawing, band, choral music, and dance.

Our Expected School-Wide Learning Results (BEARs) are embedded within our curriculum and are even reflected in our athletic competitions as well as our various other extra-curricular activities. During the course of our faculty meetings in preparation for our three year WASC review, it was agreed upon that we wanted to include language that illustrated the use and importance of technology. This remains true today as we have implemented the Student Instructional Technology Acceptable Use & Internet Safety Agreement which both student and parent are required to sign. We have also acquired three portable chrome book labs, and these will continue to provide our students with valuable access to the use of technology.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The CA Healthy Kids Survey (CHKS for students), the School Climate Survey (for Staff), and the Parent Survey

"What's Up Wellness"/Columbia Teen Screen

Learning Needs Survey Spring of 2015

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

*Teacher evaluations are governed by the collective bargaining agreement (CBA). Probationary teachers are formally evaluated twice per year. Tenured teachers are evaluated every other year. Informal observations occur throughout the year. Teachers are provided feedback for both the formal and informal evaluations.

*Teachers have supplemented their instructional practices with LCD projectors, chrome books, interactive boards, ELMO visual presenters and other technologies as funds have allowed.

Below are the findings of classroom and programs absorbed:

*There are two computer labs and one teaching technology lab available for teacher instructional use.

*Performing and Visual Arts classes host public performance events that include a combined Arts Festival, performances and feeder school visitations.

*The Bear River Agriculture program/ FFA work closely with the county fair, the Agriculture Boosters and local 4H programs to promote agriculture as a viable career opportunity. Students in the FFA program compete in local, regional, state and national competitions and activities. California Partnership Trust Grant - funds for Agriculture Mechanics and Horticulture classes for pathways to be developed for next year.

*The Student Leadership class and the ASB Student Government members organize and coordinate school activities and charity events throughout the year. These activities include blood drives, food drives, donation days, dances, rallies, homecoming activities and a variety of other similar events that support school and community spirit.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of

categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers and staff use CST and CAHSEE testing results combined with course formative and summative assessments to modify instruction to improve student learning and achievement.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers utilize departmental formative and summative assessments and also CST and CAHSEE testing results to modify instruction for reteaching and to improve student mastery.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All members of the teaching staff are highly qualified in their subject areas.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Ongoing professional development is being provided to all teachers from the Nevada Joint Union High School District to prepare them for the implementation of the California State Standards. Sufficient instructional materials are available for all teachers and students and curriculum is aligned with California State Standards and approved by the NJUHSD Curriculum Committee.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

There is ongoing professional development at the district level provided to all teachers as a means of preparing teachers for the implementation of the Common Core State Standards. There are also professional development opportunities provided to address the specific needs of the content areas. Members of the Math, English and History/Social Science and Science have all received professional development to support their instructional needs. The professional development needs of teachers in other subject areas are also supported and are available upon request.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Individual attendance at regional conferences and trainings is available. Instructional Coaches for MATH, English Language Arts and for the Common Core are available. Beginning Teacher Support and Assessment is also provided to eligible teachers.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration time is built in to the schedule and teachers collaborate approximately 1 hour per week. The topics of collaboration vary and are determined by site instructional needs. Approximately half of the collaboration times are dedicated to departmental/interdepartmental collaboration and the other half are dedicated to whole staff collaboration.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All courses are aligned with the California State Standards and adequate instructional materials are provided to all students. All teachers instruct for mastery and testing proficiency on state assessments.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

N/A

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

N/A

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All student groups are provided standards based instructional materials for all courses.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All core courses are aligned with California State Content Standards. All students are enrolled in the necessary core courses to fulfill California State and NJUHSD graduation requirements. The reading intervention program utilizes the Read 180 program.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Supported studies courses are embedded into the schedules of students with IEP's when appropriate. Daily nutrition via breakfast and lunch are available for all students and it is also provided to all students who qualify for free and reduced lunch. Credit recovery courses are available for all core content areas. Students may also seek academic assistance and support four times per week during Bruin Time.

14. Research-based educational practices to raise student achievement

Various research based educational practices are employed by teachers at Bear River High School These practices include and are not limited to differentiated curriculum and instruction, cooperative learning, project based learning, online learning, whole group instruction and small group instruction.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

There are many resources available to assist under-achieving youth. These resources include the NJUHSD Student Assistance Resources and Services program (STARS), free and reduced breakfast and lunch, Sources of Strength, homeless youth support, Anti Bullying Club, Independent Living/Transition Coordinator for students with IEP's.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

The need for effective interventions for freshmen at risk students continues to be an area of concern for us. Bear River High School received twelve in-coming freshmen who were designated as eighth grade non-grads. With this in mind, we offered those students a summer "Bridge" program, we placed them in a two-period block class in English and reading, we work with them in appropriate Bruin Times, and we provide after school tutoring three days a week.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	562	556		493	495		3	4		4	2	
Growth API	814	816		813	818							
Base API	790	818		791	817							
Target	5	A		5	A							
Growth	24	-2		22	1							
Met Target	Yes	Yes		Yes	Yes							

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	37	38		0	0		55	107		26	47	
Growth API	815	784					745	766		580	612	
Base API	751	819					730	745		581	582	
Target												
Growth												
Met Target												

Conclusions based on this data:

1. Bear River High School has met API Targets for five of the past six years.
2. In 2012/2013 Bear River High School scored above the statewide performance target of 800 and therefore the school met the API Growth Target by scoring 817.
3. The Bear River High School has a history meeting API Growth Targets. The efforts of teachers, staff to prepare and encourage students to improve their performance on the California Standards Tests (CTS's) have been successful. The general motivational efforts of teachers, staff and administration to encourage students to do their best have also had a positive influence on the student results on the CST's.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	99	100	99	100	100	100		100	--	100	--
Number At or Above Proficient	136	129	158	118	116	144	--		--	--		--
Percent At or Above Proficient	72.7	74.1	76.3	72.8	74.8	78.7	--	--	--	--	--	--
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100	100	--		--	100	98	100	100	100	100
Number At or Above Proficient	14		9	--		--	15	20	27	4	2	0
Percent At or Above Proficient	73.7	--	64.3	--	--	--	50.0	57.1	71.1	23.5	10.0	0.0
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

Conclusions based on this data:

1. Bear River High School met the Annual Yearly Progress (AYP) criteria for school wide English Language Arts. There was an improvement from 72.7% in 2012 scoring Above Proficient to 74.1% scoring Above Proficient in 2013.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	99	100	99	100	99	100		100	--	100	--
Number At or Above Proficient	134	119	165	116	108	150	--		--	--		--
Percent At or Above Proficient	71.7	68.4	80.1	71.6	69.7	82.4	--	--	--	--	--	--
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	No	Yes	No	No	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100	100	--		--	100	98	100	100	100	100
Number At or Above Proficient	15		9	--		--	17	18	28	6	2	1
Percent At or Above Proficient	78.9	--	64.3	--	--	--	56.7	51.4	73.7	35.3	10.0	7.7
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

Conclusions based on this data:

1. In 2013 Bear River High School did not meet the AYP Target for students scoring At or Above Proficient. There was a slight decline from 71.7% scoring At or Above Proficient in 2012 to 68.4% scoring At or Above Proficient in 2013. The AYP Target for 2013 was 88.7% At or Above Proficient.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
11	***** *	***										*****
12	***** *	***	***** *	***								*****
Total	2	50	2	50								4

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target	56.0	57.5	59.0
Met Target			

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort						
Number Met						
Percent Met						
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	--	--	--
Met Percent Proficient or Above	--	--	--
Mathematics			
Met Participation Rate	--	--	--
Met Percent Proficient or Above	--	--	--

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target	56.0	57.5	59.0
Met Target			

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort						
Number Met						
Percent Met						
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate			
Met Percent Proficient or Above			
Mathematics			
Met Participation Rate			
Met Percent Proficient or Above			
Met Target for AMAO 3			

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #1:
Increase the use of data to drive both teaching and learning at Bear River High School.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
That staff has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of curriculum, instruction, and assessment for students failing to meet API and AYP growth targets. As a result, it has adopted the aforementioned area for improvement and the following related actions and resources to raise the academic performance of students not meeting state standards.
How the School will Evaluate the Progress of this Goal:
<ol style="list-style-type: none">1. Identify Far Below Basic, Below Basic, and Basic students in core subjects.2. Identify Proficient and Advanced students in core subjects.3. Train staff in the analysis of data in conjunction with the proficiency and grade point average, students on the verge of movement (up or down), and students who appear to be bubbling randomly.4. In conjunction with Professional Learning Communities, develop a remediation process that is data driven to increase student learning.<ol style="list-style-type: none">a. Identify studentsb. Place low performing students with core teachersc. Monitor progress5. Every year, upon receipt of CST, EAP, and CAHSEE scores, interpret and analyze data findings to modify pacing, curriculum, and instruction to increase student learning.6. This is a continual (at a minimum, annual), ongoing process.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #2:
Increase the percentage of students scoring proficient on the California High School Exit Exam.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase by 10% students scoring proficient on the English Language Arts CAHSEE	May 2014					
Increase by 10% students scoring proficient on the Math CAHSEE	May 2014					

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #3:
Increase articulation with our primary feeder school (Magnolia Intermediate School) and the other comprehensive high school in the district (Nevada Union High School).
Data Used to Form this Goal:
Findings from the Analysis of this Data:
The staff has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of curriculum, instruction, and assessment for students failing to meet API and AYP growth targets. As a result, it has adopted the aforementioned area for improvement and the following related actions and resources to raise the academic performance of students not meeting state standards.

How the School will Evaluate the Progress of this Goal:

1. In conjunction with the district's collaboration time this spring, develop viable spring 2012 and fall 2012 benchmark assessments (semester finals) for English, Social Science, Science, and Math.
2. Currently, the Math department at Bear River High School has collaborates with the Geometry teacher at Magnolia Intermediate School to develop a common pacing guide and several common assessments for Geometry.
3. In addition, a county-wide placement test for Algebra has been established. Students at in the Nevada Joint Union High School District and Magnolia Intermediate School use the same textbooks for Algebra and Geometry.
4. 7th grade world history at Magnolia Intermediate School focuses primarily on world cultures and is not as linear as 10th grade world history. Students do not take world history again until 10th grade. Articulating with Magnolia history teachers would provide Bear River history teachers with an understanding of cultures to which students have been introduced and would facilitate the creation of an introductory review activity for 10th grade.
5. Similarly, students in 8th grade US history at Magnolia intermediate school do not revisit US history until their junior year at Bear River High School. In accordance with standards, the focus of 8th grade US history is colonialism up through the Civil War, while the focus of US history at Bear River High school begins with a review of 8th grade standards and proceeds from the Civil War through modern day America. Articulating with Magnolia history teachers would provide Bear River history teachers with an understanding of which events are covered in 8th grade and would facilitate the creation of an introductory review activity for 11th grade students.
6. A conversation began towards articulation in the sciences between Bear River High School and Nevada Union High School for Physics, Chemistry, Biology, and Environmental Science. Teachers in the various scientific disciplines have shared finals to begin a discussion on commonality and are in the process of creating finals for classes that have both common portions and teacher specific portions.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Establish a coordinated, annual articulation meeting with Nevada Union High School in the early spring and fall.						
Together with 8th grade US History teachers at Magnolia Intermediate School, create a US History pre-test for 11th grade students for use in the fall.						
Together with 7th grade World History teachers at Magnolia Intermediate School, create a World History review for 10th grade students for use in the fall.						

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #4:
Promote learning environments that are safe, drug free, and conducive to learning.
Data Used to Form this Goal:
Findings from the Analysis of this Data:

How the School will Evaluate the Progress of this Goal:

1. The parent newsletter is published three times per academic year and the school website is updated weekly.
2. The Bear Beat and the website include articles that address safe school issues, such as bullying, sexual harassment, drugs, and teen health.
3. "Principal's Letter" will be posted quarterly on the front page of website.
4. Resources related to these safety issues are also provided for parents and students.
5. The Bear Beat and website also include information for parents and students that is vital for student academic preparation, planning, and achievement.
6. The Bear Beat and website include information regarding CAHSEE, STAR, and CST preparation and administration dates, tutoring opportunities, campus club activities, as well as parent volunteer opportunities.
7. The newsletter and website are also means by which to relay information to parents and students concerning student post high school plans.
8. Information concerning tests such as the PLAN, PSAT, SAT, ACT and ASVAB is included as well as pertinent college and career events.
9. School will be proactive in informing students and parents of significant changes to classes.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The Bear Beat will be published three times per school year. Parents will be alerted to current publication by email, bulletin, or posting notice on website front page.	2015-2016					
Web page related to goals section needs to include information updated for students primarily so students have access to assignment information electronically.	2015-2016					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The Home Access Center will be updated. A timetable that provides information to students and parents at regular intervals at least ____ times per semester will be established.	2015-2016					
Major course assignment information and due dates will be readily accessible either in written form or on the class website.	2015-2016					

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Goal #5
LEA GOAL:
SCHOOL GOAL #5:
Continue preparation to meet the demands of implementing the Common Core State Standards.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Bear River has, and will continue, to achieve the following:</p> <ul style="list-style-type: none"> Professional Development Training specific to the common core and its implementation District has hired common core coaches Science classes have added or continued non-fiction reading with a goal of 1 per quarter Graphing as part of math common core implementation, used to present data Science and math classes using evidence-based writing (particularly A.P. classes) In social sciences, more writing and writing using primary source documents; introduction of close readings and grade level research goals focusing on credibility and using evidence; the beginnings of district articulation between several teachers; and the integration of technology with chrome books are all focused efforts to align instruction to the common core. English classes include research at every level (including works cited pages), the incorporation of close readings on both fiction and non-fiction classes, the integration of literary projects into elective classes, continued integration of non-fiction texts, the use of chrome books to integrate technology, and experimentation with blended/flipped classrooms. Several electives have added writing projects into their curriculum; additionally, they are 	Continual					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>In a relentless focus on improvement, all BRHS stakeholders plan to implement the following with regard to the common core:</p> <ul style="list-style-type: none"> Continued participation in conferences and professional development training with regard to the common core Focused collaboration between departments to encourage meeting literacy and math standards in multidisciplinary settings/ projects Incorporating inquiry-based labs at the lower levels in science courses. Redesign science curriculum to NGSS Integrate the use of technology and simulations to give real world problems that encourage problem solving and critical thinking. English classes will seek out more digital open source material and digital annotation software Social Science classes are creating common rubrics in order to refine best practices, integrating historical fiction/narratives, close reading of current events (non-fiction reading selections), and continued integration of technology. 	2014-2016					

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Goal #6
LEA GOAL:
SCHOOL GOAL #6:
Establish the Bear River Bruin Learning & Online Center (BLOC) - An onsite learning center solves a myriad of issues with regard to both underperforming and high achieving students.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Reestablishing a Reconnecting Youth program, one that saw success on campus, and having a kitchenette from which to provide breakfast for these students would be the first step.	2015-2016					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
In addition, the reinstatement of another program that saw success, an on-site independent study/credit recovery facility, would also be part of the BLOC. It could be partnered with North Point Academy as a South County option for students with similar needs. An alarmed room facilitates both use and storage of our chrome books, which could be used for Apex.	2015-2016					
A presentation room for guest speakers, senior projects, poetry out loud, WASC presentations, site council, and any other number of similar activities would be housed in the center.	2015-2016					
Finally, a room would be dedicated to after school tutoring, CAHSEE and/or SBAC preparation, and A.P. test preparation.	2015-2016					
The addition of one more room would allow for a checkpoint of sorts to get all stakeholders to the proper section of the BLOC. Camp Savoie, an intensive remediation program, could share this space during Bruin Times.	2015-2016					

Planned Improvements in Student Performance

School Goal #7

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #7:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #8

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #8:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #9

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #9:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #10

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #10:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Curriculum
SCHOOL GOAL #1:
Support teachers to increase their comfort level, confidence, and use of common core strategies.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
See attached Common Core Implementation Plan.						

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jim Nieto	X				
Tim Reid		X			
Kristina Stroeve		X			
Sonia Delgadillo				X	
Michele Harter				X	
Adriana Moses					X
Emily Raymond					X
Janet Miles			X		
Numbers of members of each category:	1	2	1	2	2

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

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on March 3, 2015.

Attested:

James Nieto

Typed Name of School Principal

Signature of School Principal

Date

Tim Reid

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date