

The Single Plan for Student Achievement

School: Bear River High School
CDS Code: 29-66357-2930048
District: Nevada Joint Union High School District
Principal: Dr. Amy Besler
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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.

For additional information on school programs and how you may become involved locally, please contact the following person:

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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.....	6
Comprehensive Needs Assessment Components	8
Data Analysis	8
Surveys	8
Classroom Observations.....	8
Analysis of Current Instructional Program	9
Description of Barriers and Related School Goals	11
School and Student Performance Data	13
CAASPP Results (All Students)	13
CELDT (Annual Assessment) Results.....	17
CELDT (All Assessment) Results.....	18
Chronic Absenteeism Data	19
Planned Improvements in Student Performance	20
School Goal #1.....	20
School Goal #2.....	35
School Goal #3.....	51
School Goal #4.....	63
School Goal #5.....	75
School Goal #6.....	76
School Goal #7.....	77
School Goal #8.....	78
School Goal #9.....	79
School Goal #10.....	80
Centralized Services for Planned Improvements in Student Performance	81
Centralized Service Goal #1.....	81
Centralized Service Goal #2.....	82
Centralized Service Goal #3.....	83
Centralized Service Goal #4.....	84
Centralized Service Goal #5.....	85
Summary of Expenditures in this Plan.....	86
Total Expenditures by Object Type and Funding Source.....	86
Total Expenditures by Funding Source	87

Total Expenditures by Object Type.....	88
Total Expenditures by Goal	89
School Site Council Membership	90
Recommendations and Assurances.....	91

District Vision and Mission

School Vision and Mission

Bear River High School's Vision and Mission Statements

Bear River High School Mission:

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

Bear River High School Vision

Bear River is the school no one ever wants to leave... a supportive, rigorous, adaptive environment where all stakeholders strive to be lifelong learners who are productive, contributing members of the larger community.

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

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

GRIT

A Bruin with grit...

sticks with things, even (and especially) when they get hard -- never giving up

demonstrates guts, initiative, resilience, and tenacity

is goal-oriented and able to plan and meet deadlines, resisting procrastination

asks for help

turns things around -- working harder to improve

takes on challenges in rigorous coursework and other opportunities to grow and learn

communicates with staff and peers about needs and challenges

EMPATHY

A Bruin with empathy...

seeks cultural awareness

values diversity

actively collaborates to support all individuals

is vulnerable and approachable

listens without judgment

is inclusive, patient, and understanding

works to make sure others feel heard, valued, and understood

INTEGRITY

A Bruin with integrity...

takes personal responsibility for his/her own behavior, academics, and relationships

competes and performs with sportsmanship, originality, and self-control

is honest and trustworthy, avoiding the temptation to cheat, lie, or blame others

takes ownership of his/her mistakes

doesn't make excuses

leads by example and is a positive role model and influence on others

does the right thing, even (and especially) when no one is looking

INTELLECTUAL & CREATIVE CURIOSITY

A Bruin with intellectual and creative curiosity...

learns for the sake of learning

is willing to take risks

engages in civil civic discourse and accepts others' viewpoints

comes to school with an open mind and asks deeper-level questions

recognizes different ways to demonstrate and measure intelligence and learning

learns from failure

creates and innovates, making his/her school and community better and richer

COMMUNITY

A Bruin with ownership in our community...

takes pride in maintaining a clean and vibrant campus

mentors and supports other Bruins through everyday interactions

understands that “tradition never graduates” and is unrestricted by time and space

demonstrates community-mindedness through service, involvement, volunteerism, stewardship, and activism

leaves his/her school and community better than he/she found it

represents Bear River, the community, state, and nation with pride and ownership

VISION STATEMENT: Bear River is a supportive, rigorous, adaptive environment where all stakeholders strive to be lifelong learners who are productive, contributing members of the larger community.

Here is a little more about us:

Bear River High School’s beautiful, rural setting perfectly reflects the experience students have on our campus. The safe, serene, welcoming environment enables students to grow in their confidence and skills, preparing them for success beyond high school. We pride ourselves in creating and building a school culture that is inclusive, engaging, and respectful; our students and staff feel at home at BRHS and experience the tremendous pride that comes with being a Bruin and being a part of something greater than yourself.

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

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

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

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

School Profile

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

Bear River High School is one of two comprehensive high schools in the Nevada Joint Union High School District, currently serving roughly 600 students. Opened in 1986, the Bear River community celebrated its 30th anniversary during the 2015-2016 school year. Bear River is located in the Sierra foothills between the Nevada County communities of Nevada City and Grass Valley and the Placer County community of Auburn, California. The campus, located on 44 acres, is without question the hub for southwestern Nevada County. Given the multitude of athletic competitions, choral and band concerts, drama productions, and other extra-curricular activities, Bear River High School is pivotal to the community. As a means of accentuating the significance Bear River plays for all stakeholders, the school has forged a partnership with the Nevada County Library and functions as the branch’s South County home. Additionally, Bear River High School allows the community access to its swimming pool after school hours and during the summer

months. When schedules allow, community groups may also use the theater and fields for various sporting events.

As is the case with most other comprehensive high schools within proximity, Bear River has experienced declining enrollment over the past several years. The geographical region we serve has functioned as a bedroom community, with many parents commuting forty miles to work in Sacramento and other outlying areas. Now, with the economic downturn experienced throughout the country, and in our county in particular, families are being forced to find employment out of the area or are choosing to move closer to their places of employment to alleviate the costs associated with commuting. The 2015-2016 school year brought higher than anticipated student enrollment; we were projected to start the school year with 630-640 students, but our enrollment was 696 on the first day of school. Enrollment for the 2016-2017 school year was projected at 611 and 661 students were enrolled on the first day of school. We have maintained our student population throughout the school year thus far, never dropping below 600. While the declining trend is projected to continue for several years to come (based on the current numbers of students in our feeder schools), we are working to attract students to Bear River with the idea of mitigating the factors which are beyond our control.

In spite of declining enrollment and depleted funds from the state, we have made every effort to maintain the depth and breadth of our programs. Even though there are no available funds for GATE students, we continue to meet these students' needs by offering a significant number of honors and Advanced Placement classes. We also continue to provide a variety of visual and performing arts courses, including photography, clay, drawing, band, choral music, and dance. We are adding curricular opportunities, even with the decline, including new offerings in A.P. Computer Science for the 2016-2017 school year. Bear River launched two new CTE pathways in 2016-2017: Computer Science and Digital Media Arts.

Our Expected School-Wide Learning Results (BEARs) are embedded within our curriculum and are even reflected in our athletic competitions as well as our various other extra-curricular activities. During the course of our faculty meetings in preparation for our three year WASC review last year, it was agreed upon that we wanted to include language that illustrated the use and importance of technology. This remains true today as we have implemented the Student Instructional Technology Acceptable Use & Internet Safety Agreement which both student and parent are required to sign. The 2016-2017 school year marked the first year that all students at Bear River were issued Chromebooks at the start of the school year, for use both at school and at home. While this 1:1 digital device implementation presents some challenges, it has also increased student access to educational resources and expanded learning opportunities both within and outside the classroom.

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

Serving 620 9th through 12th grade students, Bear River High School's beautiful, rural setting perfectly reflects the experience students have on our campus. The safe, serene, welcoming environment enables students to grow in their confidence and skills, preparing them for success beyond high school. We pride ourselves in creating and building a school culture that is inclusive, engaging, and respectful; our students and staff feel at home at BRHS and experience the tremendous pride that comes with being a Bruin and being a part of something greater than yourself.

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

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

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

with and supportive of our school and students, which adds tremendous collective power to our efforts.

Bear River High School is a unique and special place, where students thrive. Every day is met with excitement and fierce loyalty, as we know our school environment is something special. We are proud to be Bruins and carry the qualities of a Bruin (generosity, determination, inquisitiveness, courage, compassion, and respect, to name a few) with us wherever life takes us, both within the high school experience and beyond. Our staff is committed to continuous improvement, recognizing that our work is never done and we can always improve upon our programs, strategies, and efforts. Ultimately, we want every student at Bear River to be meaningfully engaged, connected, supported, challenged, and inspired... making Bear River the school no one ever wants to leave.

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 (Fall 2017)

"What's Up Wellness"/Columbia Teen Screen (Fall 2017)

Learning Needs Survey: Spring 2016

Brightbytes Technology Survey: Spring 2016

Bruin Time Student Input Survey: Spring 2016 and Spring 2017

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 have, until this year, been evaluated every other year. Recent changes to the collective bargaining agreement set that interval for formal evaluation to extend up to five years, as agreed upon by administrator and teacher. Informal observations occur throughout the year. Teachers are provided feedback for both the formal and informal evaluations.

*The principal is committed to, at least briefly, visiting every classroom at least once a week, in order to gain awareness of needs, strengths, and student performance.

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

Below are the findings of classroom and programs absorbed:

*Teachers are working to implement teaching strategies that are aligned with the new California State Standards, including an increased emphasis on student collaboration, communication, inquiry, and problem-solving in all classroom settings.

*Teachers are working to implement school-wide literacy initiatives in all content areas, including practice of annotation, summarizing, and analytical/evidence-based writing skills.

*With Chromebooks now readily available to students and teachers, the faculty is engaging with professional development around how to effectively integrate technology in the classroom in order to enhance, support, and individualize learning

*There are two collaborative learning 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.

*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 CAASPP testing results (and other applicable standardized assessments) 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 CAASPP 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. With awareness of the impending teacher shortage, we are seeking ways to recruit quality teachers to our school and district. The District Curriculum Committee recently approved a textbook adoption cycle that will ensure adoption of the most relevant, up-to-date instructional materials in all subject areas in the coming years. This year, we are adopting new instructional materials for both Health and Spanish.

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. New teachers have been partnered with experienced teachers on our faculty in an informal way to provide a wide variety of support, encouragement, and assistance.

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 one 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. Technology tools allow us to supplement our standards-aligned text materials with timely, relevant additional content and curriculum available online. Our school has adopted a standards-aligned integrated mathematics program (currently in Year Three of implementation, which marks full implementation of the Integrated Math curriculum).

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 IEPs 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. We have recently revamped our Bruin Time system, which is our embedded daily time for intervention and enrichment. Students needing intervention/remediation are scheduled into very small remediation Bruin Time grouping specifically targeted to their academic needs. Meanwhile, other teachers offer choices in enrichment activities and study hall offerings to meet other student needs and balance the class sizes.

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, strategies for effective first-time instruction, cooperative learning, cross-curricular projects, 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, homeless youth support, Anti Bullying Club, Independent Living/Transition Coordinator for students with IEPs. Counselors and administrators work regularly with at-risk students and their families to connect them with supports that are needed.

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)

N/A

Funding

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

N/A

18. Fiscal support (EPC)

N/A

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 more than 40 incoming 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. At the end of the fall semester, we devised a Bruin Time program called "Bruin Den" specifically for the thirteen most academically at-risk freshmen. This program is run all four days of the week we hold Bruin Time by our two counselors and two administrators, who serve as liaisons with teachers and families. Peer tutors are also used to support these students. A similar program, Camp Savoie, is designed for the same purpose with our at-risk sophomores. We are working to reinstate a "Link Crew" program that would connect incoming freshmen with upperclassmen students who will serve as mentors, both socially and academically.

The socio-economic status of our families has shifted in recent years, due to the overall economic downturn. A large number of our students live with non-biological parents (many of whom are grandparents or other relatives). Many of our students face challenges at home that make learning very difficult. We are working diligently to meet our students and their families where they are and support them in any way we can.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	189	176	141	188	166	139	184	166	139	99.5	94.3	98.6
All Grades	189	176	141	188	166	139	184	166	139	99.5	94.3	98.6

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2666.0	2664.5	2645.6	47	48	39.57	35	37	34.53	12	11	21.58	4	5	4.32
All Grades	N/A	N/A	N/A	47	48	39.57	35	37	34.53	12	11	21.58	4	5	4.32

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	57	52	54.68	37	41	33.81	6	7	11.51
All Grades	57	52	54.68	37	41	33.81	6	7	11.51

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	61	55	51.08	33	36	41.73	6	9	7.19
All Grades	61	55	51.08	33	36	41.73	6	9	7.19

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	34	36	28.06	61	58	62.59	4	5	9.35
All Grades	34	36	28.06	61	58	62.59	4	5	9.35

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	57	59	42.45	40	36	46.76	3	5	10.79
All Grades	57	59	42.45	40	36	46.76	3	5	10.79

Conclusions based on this data:

1. Overall, the Class of 2017 performed extremely well on the CAASPP ELA exam. The percentage of students meeting or exceeding the overall standards is much higher than our local, similar schools.
2. Our rate of participation in the CAASPP exams was very high.
3. The Listening strand is our overall lowest category, though nearly all students were at or near the standards. We need to continue to help our students hone their listening skills and give them in-class opportunities to listen to content and respond, versus always reading the content or viewing it.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	189	176	141	185	163	139	183	161	139	97.9	92.6	98.6
All Grades	189	176	141	185	163	139	183	161	139	97.9	92.6	98.6

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2618.6	2605.6	2623.3	19	11	14.39	30	29	35.25	28	37	33.81	22	24	16.55
All Grades	N/A	N/A	N/A	19	11	14.39	30	29	35.25	28	37	33.81	22	24	16.55

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 11	26	19	33.81	44	45	41.01	30	36	25.18	
All Grades	26	19	33.81	44	45	41.01	30	36	25.18	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	28	20	25.90	58	60	56.12	14	20	17.99
All Grades	28	20	25.90	58	60	56.12	14	20	17.99

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	26	17	23.02	61	65	66.91	13	19	10.07
All Grades	26	17	23.02	61	65	66.91	13	19	10.07

Conclusions based on this data:

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

2. The juniors who took these exams last spring had not been exposed to the new integrated math curriculum. This new curriculum will surely prepare students more fully for the style and manner of assessment seen on the CAASPP.
3. Our lowest Mathematics strand was Concepts and Procedures (30% of our students were Below Standard). Our Math teachers are addressing these areas specifically in their curriculum and instruction.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9											***		***		
10	***					***		***				***			
11					***										
12			***												
Total	50		33		33	33		33			33	33	50		

Conclusions based on this data:

1. With an extremely low number of English Language Learners at Bear River High School, drawing general conclusions from the data is impossible.
2. Individual student needs regarding EL services need to be met with specific strategies that are appropriate to the individual. This is difficult as we do not have comprehensive EL support personnel on staff at BRHS.
3. We did implement an ELD class period this year and have trained a Spanish teacher to teach this class, which is extremely beneficial in providing the daily support our EL students need.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9								***			***		***		***
10	***					25		***	50			25			
11			***	***	***	***			***					***	
12			***				***								
Total	25		22	25	20	22	25	40	33		20	11	25	20	11

Conclusions based on this data:

1. With an extremely low number of English Language Learners at Bear River High School, drawing general conclusions from the data is impossible.
2. Individual student needs regarding EL services need to be met with specific strategies that are appropriate to the individual. This is difficult as we do not have extensive EL support personnel on staff at BRHS.

School and Student Performance Data

Chronic Absenteeism Data

2016-17 Chronic Absenteeism Data			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates
African American	1	1	*
American Indian or Alaskan Native	1	1	*
Asian	1	1	*
Filipino	1	1	*
Hispanic or Latino	68	8	11.8
Pacific Islander	1	1	*
Two or More Races	22	5	22.7
White	580	81	14.0
Male	349	55	15.8
Female	337	42	12.5
English Learners	1	1	*
Students with Disabilities	70	14	20.0
Socioeconomically Disadvantaged	211	45	21.3
Foster	1	1	*
Homeless	15	5	33.3
Grades 9-12	686	97	14.1
Total	686	97	14.1

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 student performance 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: Student Support
LEA GOAL:
LCAP Goal (Pupil Outcomes): Our district educators provide a multifaceted experience that engages and challenges each student to surpass state and local benchmarks.
SCHOOL GOAL #1:
Address the individual needs of all students, in terms of academic intervention, academic rigor and cultural enrichment, and social/emotional/behavioral education and support.
Data Used to Form this Goal:
California Healthy Kids Survey results (annual) Student progress in courses (progress reports and quarter/semester grades) LCAP student/parent/staff input survey (annual) LCAP student/parent/staff town hall meeting input (annual) LCAP student/parent/staff steering committee input (annual) Review of master schedule offerings (annual) Review of Bruin Time schedule offerings (quarterly) Student suspension data

Findings from the Analysis of this Data:

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

Schoolwide Learner Outcomes (SLOs) Addressed:

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

Impact on student learning/academic standards/SLOs:

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

How the School will Evaluate the Progress of this Goal:

Growth Targets:

2018-2019:

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

2019-2020:

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

2020-2021:

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

Progress monitoring tools:

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

Reporting progress:

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

Monthly reporting to Board of Trustees on overall progress and trends

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Evaluate the effectiveness, utilization, and maximization of Bruin Time, peer tutoring, and before/after school tutoring programs.</p> <p>Professional development/resources: Peer tutoring program training for intervention specialist/teachers involved with program.</p> <p>Intervention/academic remediation training for teachers, counselors, intervention specialist, and administrators.</p> <p>Means to assess improvement: Quarterly student surveys on Bruin Time and tutoring program effectiveness.</p> <p>Quarterly analysis of all students' progress in courses (D/F lists)</p> <p>Quarterly analysis of progress of at-risk students (grades, attendance, behavior, etc.)</p>	<p>Evaluation of effectiveness of these programs will occur quarterly, beginning with the 3rd Quarter of the 2017-2018 school year.</p> <p>Plan/approach to be evaluated and updated quarterly, beginning in fall of 2018.</p> <p>Reporting: Monthly analysis/discussion with tutoring center teachers and Department Chairs.</p> <p>Quarterly reporting of progress by Intervention Team to faculty.</p> <p>Biennial reporting to superintendent/ Board of Trustees.</p> <p>Annual reporting to stakeholders at LCAP Town Hall meeting.</p>	<p>Principal, Assistant Principal, Intervention Specialist, Counselors, Department Chairs, Intervention Team members, teachers assigned to tutoring program</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Evaluate the mental health/well-being needs of students and allocate resources accordingly.</p> <p>Professional development/resources: Training on student mental health needs and interventions for teachers, administrators, counselors, psychologist/ therapists, and intervention specialist.</p> <p>Means to assess improvement: Annual analysis of California Healthy Kids Survey results.</p> <p>Annual analysis on student/parent input on LCAP survey (related to mental health/well-being factors).</p> <p>Quarterly analysis of mental health/therapy referrals and student progress in programs related to mental health services.</p>	<p>California Healthy Kids Survey results are received each year in early spring and will be assessed at that time, beginning in the spring of 2018.</p> <p>LCAP survey input is received annually by mid-spring and will be assessed annually at that time, beginning in the spring of 2018.</p> <p>Quarterly mental health referrals and student progress will be assessed by the team beginning in January of 2018.</p> <p>Reporting: Quarterly reporting to faculty/staff based on Intervention Team discussions and analysis of student progress.</p> <p>Biennial reporting to superintendent/ Board of Trustees.</p> <p>Annual reporting to stakeholders at LCAP Town Hall meeting.</p>	<p>Principal, Assistant Principal, School Psychologist, Mental health therapists, Intervention Specialist, Counselors</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Increase consistency, effectiveness, and ongoing nature of Link Crew support structure for freshmen and other new students.</p> <p>Professional development/resources: Training for Activities Director and student leaders in Link Crew program implementation.</p> <p>Breaking Down the Walls training for student leaders, which will provide additional tools and resources for Link Crew program implementation.</p> <p>Activities Director and student leaders will visit schools with strong Link Crew programs in place to gain insights about effective implementation.</p> <p>Means to assess improvement: Principal will meet with Activities Director and student leaders quarterly to engage in ongoing assessment of Link Crew program implementation.</p> <p>Activities Director will engage student leaders in in-class assessment of their progress toward effective implementation of the Link Crew program on a monthly basis.</p> <p>Principal and Activities Director will report to and consult with staff on a quarterly basis to share effective strategies and obtain feedback and guidance on next steps.</p>	<p>Quarterly meetings between Principal, Activities Director, and student leaders will begin in the spring of 2018.</p> <p>Monthly classroom evaluation conducted within student leadership program will begin in the spring of 2018.</p> <p>Monthly consultation with the staff will begin in the spring of 2018.</p> <p>Reporting: Quarterly reporting to faculty/staff based on Intervention Team discussions and analysis of student progress.</p> <p>Biennial reporting to superintendent/ Board of Trustees.</p> <p>Annual reporting to stakeholders at LCAP Town Hall meeting.</p>	<p>Activities Director, student leaders, Principal, Assistant Principal, Counselors</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Develop alternatives to school suspension that are meaningful and educational for students.</p> <p>Professional development/resources: Administrators, counselors, intervention team members, and teacher leaders will obtain training related to possible alternatives to suspension.</p> <p>Administrators, counselors, intervention team members, and teacher leaders will investigate local/similar schools with alternatives to suspension in place in order to obtain guidance, which may include visits to the various schools.</p> <p>Means to assess improvement: Initial data regarding the current rate and effectiveness of school suspension will be studied and shared with staff in the spring of 2018.</p> <p>After implementation of a new system that provides alternatives to suspension, discipline data will be gathered and assessed on a quarterly basis by the Intervention Team.</p> <p>A comprehensive assessment of the effectiveness of the alternative to suspension will occur annually in the late spring/summer of each school year.</p>	<p>Initial discipline /suspension data will be shared with staff in May of 2018.</p> <p>Alternatives to suspension will be investigated in the spring and summer of 2018.</p> <p>A system for providing alternatives to suspension will be implemented at the start of the 2018-2019 school year.</p> <p>Quarterly assessment of discipline- related data and suspension alternatives will begin at the end of the 1st Quarter of the 2018-2019 school year.</p> <p>Comprehensive program assessment will occur annually in the spring of 2019.</p> <p>Reporting: Monthly reporting and discussion of program</p>	<p>Principal, Assistant Principal, Counselors, Intervention Specialist, members of the Intervention Team (District administrators will provide guidance in this area as well)</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Provide additional training and support for teachers and staff in creating a sense of community in the classroom and building meaningful relationships with and between students.</p> <p>Professional development/resources: Administrators, counselors, and teachers will seek additional training related to this task on an ongoing basis.</p> <p>Principal will work with district team of administrators to embed this professional development need into professional learning opportunities for staff on an ongoing basis.</p> <p>District Teachers on Special Assignment will attend training related to this topic and will share their learning with the staff at Bear River.</p> <p>Means to assess improvement: A portion of each monthly staff meeting will be devoted to reflection on relationship-building strategies and experiences as well as the sharing of ideas.</p> <p>California Healthy Kids Survey data will be analyzed annually related to relational factors from the perspectives of students, parents, and staff members.</p> <p>LCAP student, parent, and staff survey input will be analyzed annually</p>	<p>The staff meeting discussions of relationship-building strategies and experiences will begin in January of 2018.</p> <p>California Healthy Kids Survey results are received each year in early spring and will be assessed at that time, beginning in the spring of 2018.</p> <p>LCAP survey input is received annually by mid-spring and will be assessed annually at that time, beginning in the spring of 2018.</p> <p>Meetings of the Principal's Student Advisory Group will begin in January of 2018.</p> <p>Reporting: Monthly analysis/discussion with Department Chairs.</p> <p>Monthly reporting of progress by department teams.</p> <p>Quarterly reporting</p>	<p>Principal, Assistant Principal, Counselors, Intervention Team members, Department Chairs, district Teachers on Special Assignment</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Reevaluate the rigor and expectations of high-level academic courses (Advanced Placement, Honors, etc.)</p> <p>Professional development/resources: Teachers assigned to teach Advanced Placement or Honors courses will attend training as appropriate on an ongoing basis.</p> <p>Counselors, administrators, and department chairs will consult with colleagues at other school sites about the rigor and expectations of their A.P. and Honors courses.</p> <p>Counselors, administrators, and department chairs/teachers will review current policies and guidances and adjust them accordingly in order to ensure a high level of academic rigor and expectation.</p> <p>Means to assess improvement: Administrators, counselors, and department chairs/teachers will evaluate current practices in order to uncover inconsistencies and areas for improvement with regard to rigor and expectation.</p> <p>The course preview and selection process for the following school year will reflect new policies, practices, and guidelines.</p> <p>Administrators, teachers, and counselors will provide parent/student education nights (as well as information available online)</p>	<p>Evaluation of current practices related to the rigor and expectation of A.P. and Honors courses will occur in January and February of 2018 and will be reevaluated in the late fall and early spring of each school year.</p> <p>Course preview and selection processes reflecting new guidances and policies will launch in February/March of 2018 and will be reevaluated in the late fall/early spring of each school year.</p> <p>Parent/student information nights and materials will be implemented in mid-spring of 2018 and will be reevaluated each spring thereafter.</p> <p>Departments will work on their scaffolding of rigor and expectation in foundational courses in their</p>	<p>Principal, Assistant Principal, Department Chairs, Counselors</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Evaluate master schedule offerings to increase/maximize student access to rigorous, challenging, relevant course offerings.</p> <p>Professional development/resources: Training in our new Student Information System with regard to its master scheduling capabilities will be provided for administrators, counselors, and support staff.</p> <p>Administrators will consult with district staff to determine the proper allocation of master schedule sections based on projected enrollment for the following school year.</p> <p>Administrators and counselors will work with district staff, particularly the district Teacher on Special Assignment for implementation of CTE programs, to determine extra sections that might be funded through grant programs related to CTE.</p> <p>Administrators, teachers, and counselors will advocate for additional sections for added rigorous, relevant offerings through the district's LCAP Steering Committee process.</p> <p>Administrators, counselors, department chairs, and the faculty will engage in a lengthy process each spring to determine the most effective use of master schedule sections in order to provide students</p>	<p>Informal feedback about proposed master schedule offerings will be obtained each spring (April-May) beginning in 2018.</p> <p>Student course requests will be analyzed each April-May beginning in 2018.</p> <p>Student/parent surveys will be conducted in late fall/early spring beginning in the late fall of 2018.</p> <p>Evaluation of student progress toward four-year plan completion will take place annually in late spring/early summer, beginning in the spring of 2018.</p> <p>The various functions of the new Student Information System will be put to the test in April/May of 2019. As additional training is needed, it will be</p>	<p>Survey data will be reported to the faculty in the spring of each school year.</p> <p>Administrators and counselors will report on trends in student four-year plan completion on an annual basis.</p> <p>Biennial reporting to superintendent/ Board of Trustees.</p> <p>Annual reporting to stakeholders at LCAP Town Hall meeting.</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Provide additional training and support for teachers in utilizing effective instructional strategies and maximizing use of instructional time.</p> <p>Professional development/resources: Administrators, counselors, and teachers will seek additional training related to this task on an ongoing basis.</p> <p>Principal will work with district team of administrators to embed this professional development need into professional learning opportunities for staff on an ongoing basis.</p> <p>District Teachers on Special Assignment will attend training related to this topic and will share their learning with the staff at Bear River.</p> <p>Means to assess improvement: A portion of each monthly staff meeting will be devoted to reflection on relationship-building strategies and experiences as well as the sharing of ideas.</p> <p>California Healthy Kids Survey data will be analyzed annually related to relational factors from the perspectives of students, parents, and staff members.</p> <p>LCAP student, parent, and staff survey input will be analyzed annually in relation to this task and progress that has been made in this area.</p>	<p>The staff meeting discussions of relationship-building strategies and experiences will begin in January of 2018.</p> <p>California Healthy Kids Survey results are received each year in early spring and will be assessed at that time, beginning in the spring of 2018.</p> <p>LCAP survey input is received annually by mid-spring and will be assessed annually at that time, beginning in the spring of 2018.</p> <p>Meetings of the Principal's Student Advisory Group will begin in Janua</p> <p>Reporting: Monthly analysis/discussion with Department Chairs.</p> <p>Monthly reporting of progress by department teams.</p> <p>Quarterly reporting to faculty/staff.</p>	<p>Principal, Assistant Principal, Counselors, Intervention Team members, Department Chairs, district Teachers on Special Assignment</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Provide additional resources for implementation of multicultural awareness/education across the curriculum as well as schoolwide.</p> <p>Professional development/resources: Administrators, counselors, and teachers will seek additional training related to this task on an ongoing basis.</p> <p>Principal will work with district team of administrators to embed this professional development need into professional learning opportunities for staff on a ongoing basis.</p> <p>District Teachers on Special Assignment will attend training related to this topic and will share their learning with the staff at Bear River.</p> <p>Means to asses improvement: A portion of each monthly staff meeting will be devoted to reflection on relationship-building strategies and experiences as well as the sharing of ideas.</p> <p>California Healthy Kids Survey data will be analyzed annually related to relational factors from the perspectives of students, parents, and staff members.</p> <p>LCAP student, parent, and staff survey input will be analyzed annually in relation to this task and progress that has been made in this area.</p>	<p>The staff meeting discussions of relationship-building strategies and experiences will begin in January of 2018.</p> <p>California Healthy Kids Survey results are received each year in early spring and will be assessed at that time, beginning in the spring of 2018.</p> <p>LCAP survey input is received annually by mid-spring and will be assessed annually at that time, beginning in the spring of 2018.</p> <p>Meetings of the Principal’s Student Advisory Group will begin in January of 2018.</p> <p>Reporting: Monthly analysis/discussion with Department Chairs.</p> <p>Monthly reporting of progress by department teams.</p> <p>Quarterly reporting</p>	<p>Principal, Assistant Principal, Counselors, Intervention Team members, Department Chairs, district Teachers on Special Assignment</p>				

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 student performance 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: Student Achievement
LEA GOAL:
LCAP Goal (Pupil Outcomes): Our district educators provide a multifaceted experience that engages and challenges each student to surpass state and local benchmarks.
SCHOOL GOAL #2:
Prepare every Bear River student in a comprehensive, cohesive way for life after high school.
Data Used to Form this Goal:
California Healthy Kids Survey results (annual) Student progress in courses (progress reports and quarter/semester grades) LCAP student/parent/staff input survey (annual) LCAP student/parent/staff town hall meeting input (annual) LCAP student/parent/staff steering committee input (annual) Review of master schedule offerings (annual) Review of Bruin Time schedule offerings (quarterly) Review of CTE programs and pathways/completion data (annual)

Findings from the Analysis of this Data:

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

Schoolwide Learner Outcomes (SLOs) Addressed:

Grit, Integrity, Intellectual and Creative Curiosity, and Community

Impact on student learning/academic standards/SLOs:

Placing concerted emphasis, from the time they begin high school as freshmen, on each student's postsecondary goals and plans will have a long-term, positive impact on their success during high school and beyond. The sooner students are able to hone in on a viable postsecondary path that meets their needs and matches their skills and interests, the more engaged students will become in their high school educational experiences. Building upon our positive relationships with community partners through the development of internship programs will strengthen our sense of community and shared purpose and benefit our students beyond their high school careers.

How the School will Evaluate the Progress of this Goal:

Growth Targets:

2018-2019:

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

2019-2020:

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

2019-2020:

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

Progress monitoring tools:

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

Reporting progress:

Quarterly data analysis/presentation of program/curricular development progress to faculty

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>Implement specific college/career exploration, research, and readiness components at each grade level.</p> <p>Professional development/resources: Administrators, counselors, and teachers will engage in professional development related to the most effective ways of embedding these elements of post-secondary preparation in to the curriculum at each grade level.</p> <p>This team will investigate the most effective tools for assisting students with identifying college and career matches based on their individual interests, strengths, and needs.</p> <p>Teams of teachers and counselors will develop implementation strategies at each grade level, both through a push-in model delivered by counselors and intervention specialist and through curricular elements that can be delivered by the classroom teacher.</p> <p>Means to assess improvement: A portion of a staff meeting each quarter will be devoted to reflection on these plans, strategies, and next steps in order to share progress and garner additional input about potential next steps.</p> <p>Site-specific survey data will be gathered and analyzed annually related to this task in order to gauge the perspectives of students, parents, and staff members about our</p>	<p>The staff meeting discussions related to this task will begin in the fall of 2018.</p> <p>Site-specific survey results are received each year in early spring and will be assessed at that time, beginning in the spring of 2018.</p> <p>LCAP survey input is received annually by mid-spring and will be assessed annually at that time, beginning in the spring of 2018.</p> <p>Meetings of the Principal's Student Advisory Group will begin in January of 2018.</p> <p>Reporting: Monthly analysis/discussion with Department Chairs.</p> <p>Quarterly reporting of progress by this team to the faculty.</p> <p>Biennial reporting to superintendent/ Board of Trustees.</p>	<p>Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Increase Career Technical Education program and pathway offerings as well as the percentage of students who are completing CTE pathways by the time they graduate from Bear River.</p> <p>Professional development/resources: This team will meet in the early spring of each school year to discuss potential offerings for the following year.</p> <p>Counselors will meet with CTE program-enrolled students and their parents to discuss the benefits of pathway completion.</p> <p>Principal and CTE teachers will consult with the District CTE Advisory Committee and CTE Teacher on Special Assignment about additional ways that programs and pathways can be implemented/expanded at Bear River (through grant funds, etc.)</p> <p>Potential CTE teachers will be recruited and assisted in pursuing CTE teaching credentials.</p> <p>Means to assess improvement: Counselors will track CTE pathway enrollment trends and completion rates and will report this data to the faculty on an annual basis.</p> <p>Bear River's CTE teachers and principal will consult with the site CTE Advisory Committee to report progress and consult on potential next steps.</p>	<p>Site CTE Advisory Committee meetings will take place on a quarterly basis.</p> <p>District CTE Advisory Committee meetings will take place on a biennial basis.</p> <p>The staff meeting discussions related to this task will begin in the fall of 2018.</p> <p>Site-specific survey results are received each year in early spring and will be assessed at that time, beginning in the spring of 2018.</p> <p>LCAP survey input is received annually by mid-spring and will be assessed annually at that time, beginning in the spring of 2018.</p> <p>Meetings of the Principal's Student Advisory Group will begin in January of 2018.</p> <p>Reporting:</p>	<p>Principal, Assistant Principal, Counselors, CTE Department Chairs, CTE Teachers, District Teacher on Special Assignments for CTE programs</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Increase other (non-CTE) elective and enrichment offerings and opportunities.</p> <p>Professional development/resources: Administrators, counselors, and teachers will engage in professional development related to the most effective ways of provide additional elective and enrichment offerings to students. This may include visiting other local/similar schools with additional/unique offerings in place.</p> <p>Administrators, counselors, and teachers will consult with primary feeder school staff about ways to consolidate resources to provide additional opportunities for students.</p> <p>Bear River’s staff will work with district staff to explore additional options for students once a common bell schedule has been achieved between the two comprehensive high school sites, Bear River and Nevada Union. This could include the implementation of distance learning options between sites.</p> <p>Students will be regularly surveyed to gauge their interested related to non-CTE elective and enrichment opportunities.</p> <p>The Bruin Time schedule will be recreated each quarter to reflect students needs and interests related to enrichment opportunities.</p> <p>Means to assess improvement:</p>	<p>The staff meeting discussions related to this task will begin in the fall of 2018.</p> <p>Department Chairs meeting discussions of this topic will begin in the fall of 2018 and continue on a quarterly basis.</p> <p>Site-specific survey results are received each year in early spring and will be assessed at that time, beginning in the spring of 2018.</p> <p>LCAP survey input is received annually by mid-spring and will be assessed annually at that time, beginning in the spring of 2018.</p> <p>Meetings of the Principal’s Student Advisory Group will begin in January of 2018.</p> <p>Reporting: Monthly analysis/discussion with Department Chairs.</p> <p>Quarterly reporting</p>	<p>Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Reevaluate the effectiveness/purpose of certain programs/courses (such as Frosh Health, Frosh Tech, and Senior Project).</p> <p>Professional development/resources: Administrators, counselors, and teachers will engage in professional development related to the most effective ways to improve the content and deliver of these programs and courses. This may include visits to local/similar schools to garner input and ideas that may spark improvement.</p> <p>Students will be consulted about the effectiveness of each program as well as their needs and ideas for improvement.</p> <p>Parents will be consulted about the effectiveness of each program as well as their ideas related to student needs and potential areas for improvement.</p> <p>This team will investigate the most effective tools and resources needed for strengthening these courses and programs. The principal and teacher involved in the programs will advocate for resources as needed through the district's annual LCAP development progress.</p> <p>Teams of teachers and counselors will develop implementation strategies for each course and program with assistance from their</p>	<p>The staff meeting discussions related to this task will begin in the fall of 2018.</p> <p>Department Chairs meeting discussions of this topic will begin in the fall of 2018 and continue on a quarterly basis.</p> <p>Site-specific survey results are received each year in early spring and will be assessed at that time, beginning in the spring of 2018.</p> <p>LCAP survey input is received annually by mid-spring and will be assessed annually at that time, beginning in the spring of 2018.</p> <p>Meetings of the Principal's Student Advisory Group will begin in January of 2018.</p> <p>Reporting: Monthly analysis/discussion with Department Chairs.</p> <p>Quarterly reporting</p>	<p>Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers, Senior Project Coordinator</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Provide life skills education for all students in order to help prepare them to survive and thrive in the adult world.</p> <p>Professional development/resources: Administrators, counselors, and teachers will engage in professional development related to the most effective ways of embedding these elements of life skill-related education into the curriculum at each grade level. This could include visits to local/similar schools where life skills-related education has been implemented in various ways.</p> <p>This team will investigate the most effective tools for assisting students with identifying life skill-related needs based on their individual interests, strengths, and needs.</p> <p>Teams of teachers and counselors will develop implementation strategies at each grade level, both through a push-in model delivered by counselors and intervention specialist and through curricular elements that can be delivered by the classroom teacher.</p> <p>Means to assess improvement: Administrators, counselors, and teachers will engage in professional development related to the most effective ways of embedding these elements of life skill-related education into the curriculum at each grade level. This could include visits to local/similar schools where life</p>	<p>The staff meeting discussions related to this task will begin in the fall of 2018.</p> <p>Site-specific survey results are received each year in early spring and will be assessed at that time, beginning in the spring of 2018.</p> <p>LCAP survey input is received annually by mid-spring and will be assessed annually at that time, beginning in the spring of 2018.</p> <p>Meetings of the Principal's Student Advisory Group will begin in January</p> <p>Reporting: Monthly analysis/discussion with Department Chairs.</p> <p>Quarterly reporting of progress by this team to the faculty.</p> <p>Biennial reporting to superintendent/ Board of Trustees.</p> <p>Annual reporting to</p>	<p>Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Provide additional support and resources for non-college-bound students.</p> <p>Professional development/resources: Administrators, counselors, and teachers will engage in professional development related to the most effective ways of connecting non-college-bound students with resources and support toward meeting their post-secondary goals.</p> <p>This team will investigate the most effective tools for assisting students with identifying post-secondary plans based on their individual interests, strengths, and needs.</p> <p>Teams of teachers and counselors will develop implementation strategies at each grade level, both through a push-in model delivered by counselors and intervention specialist and through curricular elements that can be delivered by the classroom teacher.</p> <p>Means to assess improvement: A portion of a staff meeting each quarter will be devoted to reflection on these plans, strategies, and next steps in order to share progress and garner additional input about potential next steps.</p> <p>Site-specific survey data will be gathered and analyzed annually related to this task in order to gauge the perspectives of students, parents,</p>	<p>The staff meeting discussions related to this task will begin in the fall of 2018.</p> <p>Site-specific survey results are received each year in early spring and will be assessed at that time, beginning in the spring of 2018.</p> <p>LCAP survey input is received annually by mid-spring and will be assessed annually at that time, beginning in the spring of 2018.</p> <p>Meetings of the Principal's Student Advisory Group will begin in January of 2018.</p> <p>Reporting: Monthly analysis/discussion with Department Chairs.</p> <p>Quarterly reporting of progress by this team to the faculty.</p> <p>Biennial reporting to superintendent/ Board of Trustees.</p>	<p>Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Provide additional assistance with planning related to college application processes, career preparation, financial planning for post-secondary plans, and scholarship application planning.</p> <p>Professional development/resources: Administrators, counselors, and teachers will engage in professional development related to the most effective ways of embedding these elements of post-secondary preparation in to the curriculum at each grade level.</p> <p>Counselors will consult with their district counterparts on strategies that can be shared and employed at each school site.</p> <p>This team will investigate the most effective tools for assisting students with identifying college and career matches based on their individual interests, strengths, and needs.</p> <p>Teams of teachers and counselors will develop implementation strategies at each grade level, both through a push-in model delivered by counselors and intervention specialist and through curricular elements that can be delivered by the classroom teacher.</p> <p>The team will further identify and implement parent/student education components that can be delivered through evening programs and online avenues.</p>	<p>The staff meeting discussions related to this task will begin in the fall of 2018.</p> <p>Site-specific survey results are received each year in early spring and will be assessed at that time, beginning in the spring of 2018.</p> <p>LCAP survey input is received annually by mid-spring and will be assessed annually at that time, beginning in the spring of 2018.</p> <p>Meetings of the Principal's Student Advisory Group will begin in January of 2018.</p> <p>Reporting: Monthly analysis/discussion with Department Chairs.</p> <p>Quarterly reporting of progress by this team to the faculty.</p> <p>Biennial reporting to superintendent/ Board of Trustees.</p>	<p>Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Provide additional education and support regarding four-year college requirements, testing, etc.</p> <p>Professional development/resources: Administrators, counselors, and teachers will engage in professional development related to the most effective ways of embedding these elements of post-secondary preparation in to the curriculum at each grade level.</p> <p>This team will investigate the most effective tools for assisting students with identifying college and career matches based on their individual interests, strengths, and needs.</p> <p>Teams of teachers and counselors will develop implementation strategies at each grade level, both through a push-in model delivered by counselors and intervention specialist and through curricular elements that can be delivered by the classroom teacher.</p> <p>Means to assess improvement: A portion of a staff meeting each quarter will be devoted to reflection on these plans, strategies, and next steps in order to share progress and garner additional input about potential next steps.</p> <p>Site-specific survey data will be gathered and analyzed annually related to this task in order to gauge the perspectives of students, parents, and staff members about our</p>	<p>The staff meeting discussions related to this task will begin in the fall of 2018.</p> <p>Site-specific survey results are received each year in early spring and will be assessed at that time, beginning in the spring of 2018.</p> <p>LCAP survey input is received annually by mid-spring and will be assessed annually at that time, beginning in the spring of 2018.</p> <p>Meetings of the Principal's Student Advisory Group will begin in January of 2018.</p> <p>Reporting: Monthly analysis/discussion with Department Chairs.</p> <p>Quarterly reporting of progress by this team to the faculty.</p> <p>Biennial reporting to superintendent/ Board of Trustees.</p>	<p>Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Increase internship opportunities for students.</p> <p>Professional development/resources: This team will meet in the early spring of each school year to discuss potential internship possibilities for the following year.</p> <p>Counselors will meet with CTE program-enrolled students and their parents to discuss potential internships.</p> <p>Principal and CTE teachers will consult with the District CTE Advisory Committee and CTE Teacher on Special Assignment about additional ways that internship opportunities can be implemented/expand at Bear River (through grant funds, etc.)</p> <p>Means to assess improvement: Counselors will track CTE pathway enrollment trends and completion rates and will report this data to the faculty on an annual basis.</p> <p>Bear River’s CTE teachers and principal will consult with the site CTE Advisory Committee to report progress and consult on potential next steps.</p> <p>Site-specific survey data will be gathered and analyzed annually related to this task in order to gauge the perspectives of students, parents, and staff members about our progress in this area. Specifically, students will be surveyed regarding</p>	<p>Site CTE Advisory Committee meetings will take place on a quarterly basis.</p> <p>District CTE Advisory Committee meetings will take place on a biennial basis.</p> <p>The staff meeting discussions related to this task will begin in the fall of 2018.</p> <p>Site-specific survey results are received each year in early spring and will be assessed at that time, beginning in the spring of 2018.</p> <p>LCAP survey input is received annually by mid-spring and will be assessed annually at that time, beginning in the spring of 2018.</p> <p>Meetings of the Principal’s Student Advisory Group will begin in January of 2018.</p>	<p>Counselors, CTE Department Chairs, CTE Teachers, District Teacher on Special Assignments for CTE programs, Principal, Assistant Principal</p>				

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 student performance 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: Communication/Articulation
LEA GOAL:
LCAP Goal (Pupil Outcomes): Our district educators provide a multifaceted experience that engages and challenges each student to surpass state and local benchmarks. LCAP Goal (School Culture and Engagement): Our high schools are a source of deep-seated pride among students, staff, and community.
SCHOOL GOAL #3:
Build upon our relationships with feeder schools, other district programs, colleges, and the community to increase continuity, sequencing, collaboration, communication, and sharing of resources.
Data Used to Form this Goal:
Student four-year high school plans/attainment of the goals within these plans Student progress in courses (progress reports and quarter/semester grades) LCAP student/parent/staff input survey (annual) LCAP student/parent/staff town hall meeting input (annual) LCAP student/parent/staff steering committee input (annual) Review of master schedule offerings (annual) Review of dual enrollment offerings and level of student engagement/completion Review of CTE programs and pathways/completion data (annual)

Findings from the Analysis of this Data:

The student enrollment both at Bear River and within the Nevada Joint Union High School District have declined by nearly 50% in the past decade or so. While we are projected to begin stabilizing and even growing slightly within a year or two, we recognize the need to maximize our resources in order to provide the greatest possible breadth of opportunities for our students. Additionally, within the past three years, the percentage of incoming students who did not attend our primary feeder school, Magnolia Intermediate School, has grown dramatically. Historically, over 95% of incoming freshmen at Bear River came from Magnolia. In the 2017-2018 school year, almost 22% of the freshmen class came to us from a variety of other schools, primarily other charter schools within Nevada County. This new reality is significantly benefiting our overall enrollment, but also presents some new challenges, as students are coming to Bear River with vastly different backgrounds, academically and otherwise. This makes it all the more necessary that we build meaningful partnerships with the teams at each feeder school, so that we can increase continuity and ensure that we are equipped to meet each student's needs upon their enrollment at Bear River. With the increased percentage of Bear River graduates opting to begin their college careers at the community college level (rather than four-year universities), it is also important that we build upon our relationships with the local community colleges, namely Sierra College, to help ensure that our graduates are well-prepared for success at that level. The California State University system and University of California system have urged California's high schools to more adequately prepare students for success at their universities, particularly with regard to their fundamental skills in mathematics and critical reading and writing.

Schoolwide Learner Outcomes (SLOs) Addressed:

Grit, Intellectual and Creative Curiosity, and Community

Impact on student learning/academic standards/SLOs:

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

How the School will Evaluate the Progress of this Goal:

Growth Targets:

2018-2019:

Increase meaningful collaboration with feeder school partners by adding additional meetings and professional development-related collaborative endeavors with at least three of our feeder schools at a level that includes administrators, counselors, and intervention specialists.

Increase Bear River students' access to district programs by a minimum of 2 new courses/programs.

Increase meaningful collaboration with local community college and four-year university representatives by adding additional meetings and professional development-related collaborative endeavors with at least two local colleges, including Sierra College.

Explore dual enrollment options for Bear River students with Sierra College and other local colleges and universities.

Increase partnerships with local businesses and other organizations by developing some level of new partnership with at least two businesses/organizations.

2019-2020:

Continue to increase meaningful collaboration with feeder school partners by adding additional meetings and professional development-related collaborative endeavors with an additional two feeder schools at a level that includes administrators, counselors, intervention specialists, and Math and English teachers.

Increase Bear River students' access to district programs by a minimum of 2 additional new courses/programs.

Increase meaningful collaboration with local community college and four-year university representatives by adding additional meetings and professional development-related collaborative endeavors with at least one additional local college, while continuing to build upon the collaboration with Sierra College and other local colleges.

Implement dual enrollment options for Bear River students in at least two subject areas with Sierra College and other local colleges and universities.

Continue to increase partnerships with local businesses and other organizations by developing some level of new partnership with at least two additional businesses/organizations.

2020-2021:

Continue to increase meaningful collaboration with feeder school partners by adding additional meetings and professional development-related collaborative endeavors with an additional feeder school at a level that includes administrators, counselors, intervention specialists, and Math, English, Spanish, History, and Science teachers.

Increase Bear River students' access to district programs by a minimum of 2 additional new courses/programs.

Increase meaningful collaboration with local community college and four-year university representatives by adding additional meetings and professional development-related collaborative endeavors with at least one additional local college, while continuing to build upon the collaboration with Sierra College and other local colleges.

Implement dual enrollment options for Bear River students in at least two additional subject areas with Sierra College and other local colleges and universities.

Continue to increase partnerships with local businesses and other organizations by developing some level of new partnership with at least two additional businesses/organizations.

Progress monitoring tools:

Student four-year high school plans/attainment of the goals within these plans

Student progress in courses (progress reports and quarter/semester grades)

LCAP student/parent/staff input survey (annual)

LCAP student/parent/staff town hall meeting input (annual)

LCAP student/parent/staff steering committee input (annual)

Review of master schedule offerings (annual)

Review of dual enrollment offerings and level of student engagement/completion

Review of CTE programs and pathways/completion data (annual)

Reporting progress:

Quarterly data analysis/presentation of program/curricular development progress to faculty

Quarterly review of student academic progress/attainment of four-year plan goals

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>Build ongoing partnerships with feeder schools to align curriculum and share knowledge and needs.</p> <p>Professional development/resources: Administrators, counselors, and intervention specialist will reach out to establish communication and set up initial meetings with the leadership of each feeder school.</p> <p>Initial meetings with feeder school personnel will focus on the development and implementation of diagnostic assessments that can be given to 8th graders in the spring of their 8th grade year in order to determine proper course placement in Math and English.</p> <p>Intervention Specialist will work with Math and English Department Chairs as well as Teachers on Special Assignment to identify appropriate diagnostic tools for 8th graders related to their skills and competencies in Math and English.</p> <p>Department Chairs and other teachers will begin biennial meetings with their counterparts at the feeder schools to discuss curricular alignment, assessment, and Essential Learning Outcomes at each grade level.</p> <p>Principal, assistant principal, counselors, and intervention specialist will begin meeting with feeder school counterparts each spring to discuss the class of</p>	<p>Spring meetings between administrators, counselors, and intervention specialists will take place beginning in late spring of 2018 and will continue each spring thereafter.</p> <p>Spring meetings between school teams for the purpose of implementing diagnostic assessments will take place in late spring of 2018 and will continue each spring thereafter. Diagnostic assessments will be given by May of each school year and that data will be analyzed in the summer to place incoming students into appropriate courses.</p> <p>Meetings between Department Chairs and teachers of the various schools will begin in September of 2018 and will</p>	<p>Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers, Teachers on Special Assignment</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Build continuity between Nevada Joint Union High School District schools (particularly the two comprehensive high schools -- Bear River and Nevada Union), to increase student access to opportunities at both school sites (i.e. distance learning courses, ROP-like programs, etc.)</p> <p>Professional development/resources: Site administrators will work with the district team of administrators to identify and develop opportunities for increased student access to the district's educational opportunities.</p> <p>Teachers and administrators will work with their Nevada Union High School counterparts to develop a common bell schedule, which will enable the development of new program access opportunities.</p> <p>Distance learning programs, technology tools, and procedures that have been implemented in other local/similar schools/districts will be studied for potential implementation in the NJUHSD. This research may include visits to schools and districts where distance learning programs have been successfully implemented.</p> <p>Once a distance learning format has been agreed upon, teachers, administrators, and counselors will be trained in the effective implementation of a such a model.</p> <p>Master scheduling considerations</p>	<p>Administrative meetings will take place quarterly, beginning in the spring of 2018.</p> <p>If progress continues, the goal is for the common bell schedule to be agreed upon by mid-spring 2018 for implementation in the 2018-2019 school year.</p> <p>Distance learning program research and visits will take place in the spring and summer of 2018 for implementation beginning in the 2018-2019 school year. The implementation will expand each school year thereafter.</p> <p>Distance learning program effectiveness will be assessed and analyzed in December and June of each school year in order to make needed adjustments for the following semester.</p>	<p>Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, site representatives of the District Curriculum Committee, District Director of Technology and support staff</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Build ongoing partnerships with Sierra College, CSUs, and UCs to ensure our students are well-prepared for their postsecondary educational pursuits.</p> <p>Professional development/resources: Administrators, counselors, and intervention specialist will reach out to establish communication with local colleges, including Sierra College, and set up initial meetings with the leadership of each college.</p> <p>Initial meetings with college/university personnel will focus on trends in college student areas of difficulty so that Bear River staff can increase emphasis on college-readiness skills, both at the classroom level and schoolwide.</p> <p>Department Chairs and other teachers will begin biennial meetings with their counterparts at the colleges to discuss curricular alignment, assessment, and Essential Learning Outcomes at each level.</p> <p>Teachers will obtain additional training in college-readiness-related strategies, which will include the Early Assessment Program (EAP) curricular training and the ERWC (Expository Reading and Writing Curriculum) training, which have been developed by the CSU and community college systems.</p> <p>Site and district teams will develop additional means of evaluating</p>	<p>Initial meetings between Bear River leadership team and college representatives will begin in the spring of 2019 and will continue on a biennial basis thereafter.</p> <p>Meetings between Department Chairs and teachers at Bear River and the respective colleges will begin in the spring of 2019 and will continue on a biennial basis thereafter.</p> <p>EAP and ERWC assessment data will be collected beginning on the late spring of 2018 and will be collected, compared, and analyzed each spring thereafter.</p> <p>Formative assessments will be implemented in core areas of Math and English in the fall of 2019 and will be given and analyzed at least</p>	<p>Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers, Teachers on Special Assignment</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Build dual enrollment options in a variety of subject areas so that students can earn college credits for courses taken at Bear River.</p> <p>Professional development/resources: Administrators, counselors, and intervention specialist will reach out to establish communication with local colleges, including Sierra College, and set up initial meetings with the leadership of each college to discuss dual enrollment options.</p> <p>Dual enrollment options will be discussed with district administration and will then be shared with Bear River’s staff.</p> <p>Bear River’s Site Curriculum Committee will determine viable dual enrollment pathways and will approve and present those to the District Curriculum Committee for approval.</p> <p>Teachers who are slated to teach dual enrollment courses will receive needed training prior to implementation.</p> <p>Once available, students and parents will be informed of dual enrollment options available to Bear River students.</p> <p>Once implemented, student engagement and process in dual enrollment program options will be evaluated for effectiveness and necessary improvements</p>	<p>Initial meetings between Bear River leadership team and college representatives will take place in the fall of 2018.</p> <p>Dual enrollment options will be investigated throughout the fall of 2018 for approval by Site and District Curriculum Committees no later than December of 2018.</p> <p>Teacher training for dual enrollment courses will take place throughout the spring and summer of 2019 and will occur each spring and summer thereafter.</p> <p>Dual enrollment options will be made available to Bear River students within the registration/ course selection process in the early spring of 2019.</p> <p>Dual enrollment</p>	<p>Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers, Teachers on Special Assignment</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Create meaningful partnerships with local businesses and other local organizations.</p> <p>Professional development/resources: This team will meet in the early spring of each school year to discuss potential business partnerships for the following year.</p> <p>Principal and CTE teachers will consult with the District CTE Advisory Committee and CTE Teacher on Special Assignment about additional ways to build partnerships with local businesses and organizations.</p> <p>Principal and assistant principal will meet with local business and community leaders to discuss partnership ideas related to Bear River's role in the community.</p> <p>Business and community partners will be recruited by Bear River's administrators, counselors, and teachers to participate in our annual stakeholder input processes, including the Town Hall forum that takes place each spring.</p> <p>Principal and assistant principal will work with district administrators to develop county-wide partnerships with local businesses and organizations.</p> <p>Principal and assistant principal will reach out to Bear River parents/families for possible connections to local community</p>	<p>Initial team meetings will take place in the spring of 2018 and will continue each spring thereafter.</p> <p>CTE team discussions will begin in the fall of 2018 and will continue twice a year thereafter.</p> <p>Administrators' meetings with local leaders will begin in the winter of 2018-2019 and will continue at least twice a year thereafter.</p> <p>Parent outreach will begin in the spring of 2018 and will occur through our LCAP survey process each spring thereafter.</p> <p>County-wide partnership opportunities will be discussed with the district team in the summer of 2018 and will continue to be discussed quarterly thereafter.</p>	<p>Principal, Assistant Principal, Counselors, CTE Department Chairs, CTE Teachers, District Teacher on Special Assignments for CTE programs, Activities Director, student leaders</p>				

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 student performance 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: Use of Data/Communication
LEA GOAL:
LCAP Goal (Pupil Outcomes): Our district educators provide a multifaceted experience that engages and challenges each student to surpass state and local benchmarks.
SCHOOL GOAL #4:
Utilize and communicate data more effectively in order to evaluate programs and respond to student learning needs.
Data Used to Form this Goal:
Student progress in courses (progress reports and quarter/semester grades) LCAP student/parent/staff input survey (annual) LCAP student/parent/staff town hall meeting input (annual) LCAP student/parent/staff steering committee input (annual) Review of master schedule and Bruin Time offerings and supports (annual) Review of gradebook reporting information (by semester) Review of formative assessment student performance data (annual) Review of diagnostic assessment data (annual)

Findings from the Analysis of this Data:

The Student Information System we have had in place for the last many years has been woefully inadequate in many ways, including our ability to gather, synthesize, and analyze data. Our district has selected a new Student Information System, which will be launched in full at the start of the 2018-2019 school year. The new system has much greater capacity for collecting and analyzing data and our staff will require a great deal of training in order to maximize the new system's capabilities. Additionally, the Local Control Funding Formula and corresponding Local Control Accountability Plan process require a greater degree of analysis of student subgroup performance. Recent survey data shows that Bear River students and parents feel strongly that we need to place greater emphasis on the communication of student progress and performance information. Additionally, our staff has identified the need to implement more comprehensive means of diagnostic assessment in order to ensure that students are placed appropriately in courses and connected to needed supports. The new CAASPP system of standardized assessment creates a new set of challenges with regard to monitoring student progress from year to year as the standardized assessments are now only delivered at the end of the 11th grade year rather than during each year of high school. By the time CAASPP scores are received, they serve as more of an "autopsy" of a student's attainment of academic standards and skills throughout high schools and little time then remains to intervene in areas of need. Teachers and students have also emphasized, through recent survey data, that they believe it is important for students to take a more active role in evaluating their own progress and performance throughout high school. Along similar lines, staff, students, and parents recognize that grading practices are not consistent between teachers and grading practices should be analyzed for consistency, and common purpose.

Schoolwide Learner Outcomes (SLOs) Addressed:

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

Impact on student learning/academic standards/SLOs:

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

How the School will Evaluate the Progress of this Goal:

Growth Targets:

2018-2019:

Increase parent/student satisfaction with communication about students' academic progress by 5%, as indicated on annual site-specific surveys.

Increase overall timeliness of gradebook updating by 10%, as indicated by analysis of Student Information System reporting information.

Increase formative assessment of student academic progress by 10% through use of district's formative assessment platform in core academic subjects, including English, Math, Science, and Social Science.

Increase parent/student satisfaction with consistency and equitable nature of grading practices by 5%.

Increase use of student self-evaluation and tracking of progress toward goals by 10%.

Increase use of diagnostic assessments that will be utilized for course placement in two additional courses.

2019-2020:

Further increase parent/student satisfaction with communication about students' academic progress by an additional 5%, as indicated on annual site-specific surveys.

Further increase overall timeliness of gradebook updating by an additional 5%, as indicated by analysis of Student Information System reporting information.

Further increase formative assessment of student academic progress by an additional 10% through use of district's formative assessment platform in core academic subjects, including English, Math, Science, and Social Science, Spanish, and CTE.

Further increase parent/student satisfaction with consistency and equitable nature of grading practices by an additional 5%.

Further increase use of student self-evaluation and tracking of progress toward goals by an additional 10%.

Further increase use of diagnostic assessments that will be utilized for course placement in two additional courses.

2019-2021:

Further increase parent/student satisfaction with communication about students' academic progress by an additional 5%, as indicated on annual site-specific surveys.

Further increase overall timeliness of gradebook updating by an additional 5%, as indicated by analysis of Student Information System reporting information.

Further increase formative assessment of student academic progress by an additional 10% through use of district's formative assessment platform in core academic subjects, including English, Math, Science, and Social Science, Spanish, and CTE.

Further increase parent/student satisfaction with consistency and equitable nature of grading practices by an additional 5%.

Further increase use of student self-evaluation and tracking of progress toward goals by an additional 10%.

Further increase use of diagnostic assessments that will be utilized for course placement in two additional courses.

Progress monitoring tools:

Student progress in courses (progress reports and quarter/semester grades)

LCAP student/parent/staff input survey (annual)

LCAP student/parent/staff town hall meeting input (annual)

LCAP student/parent/staff steering committee input (annual)

Review of master schedule and Bruin Time offerings and supports (annual)

Review of gradebook reporting information (by semester)

Review of formative assessment student performance data (annual)

Review of diagnostic assessment data (annual)

Reporting progress:

Quarterly data analysis/presentation of progress to faculty

Quarterly review of student academic progress/attainment of four-year plan goals

Annual reporting of California Healthy Kids Survey and site-specific LCAP results to staff/community (LCAP Town Hall meeting)

Monthly reporting to Board of Trustees on overall progress and trends

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Develop systematic way to analyze student performance and academic growth from year to year in order to provide needed support, intervention, and enrichment.</p> <p>Professional development/resources: Administrators, counselors, and faculty will work to develop criteria and needs for collection and analysis of student performance data through our new Student Information System.</p> <p>Staff will receive training on the effective utilization of the new Student Information System's data collection and analysis features.</p> <p>Departments will collaborate around the topic of student performance data and will share their findings and insights with the rest of the faculty.</p> <p>Department Chairs as well as the faculty as a whole will revisit this topic on at least a quarterly basis to reevaluate progress and effectiveness and make adjustments accordingly.</p> <p>Means to assess improvement: Training in the new Student Information System will result increased staff ability to collect and analyze student performance data on a formative basis.</p> <p>Staff meetings will emphasize the implementation of this task and feedback from staff will be shared regularly.</p>	<p>Training on the new Student Information System will take place for teachers in August 2018. Additional training will take place over time, as needs emerge.</p> <p>Staff meetings will emphasize this area for growth on a quarterly basis, beginning in the fall of 2018.</p> <p>Annual reporting of data will take place in the late spring of each school year, beginning with the spring of 2019.</p> <p>Reporting: Quarterly reporting of progress by this team to the faculty.</p> <p>Biennial reporting to superintendent/ Board of Trustees.</p> <p>Annual reporting by principal to staff of comprehensive overview of student progress and performance by subgroups.</p>	<p>Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers, Teachers on Special Assignment</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Evaluate grading practices for consistency, purpose, and equity.</p> <p>Professional development/resources: Administrators, counselors, and faculty will work to develop a common, agreed-upon objectives for grading in terms of purpose, consistency, and equity.</p> <p>Staff will receive training on the effective utilization of the new Student Information System's gradebook and grade reporting features.</p> <p>Departments will collaborate around the topic of common practices for grading and will share their agreed-upon strategies with the rest of the faculty.</p> <p>Department Chairs as well as the faculty as a whole will revisit this topic on at least a quarterly basis to reevaluate progress and effectiveness and make adjustments accordingly.</p> <p>Means to assess improvement: Parents and students will be surveyed to determine their desires when it comes to grading practices.</p> <p>Training in the new Student Information System will result increased staff ability to utilize grading features in a consistent, purposeful way.</p> <p>Parents and students will continue to be surveyed annually to assess our</p>	<p>Initial parent and student surveys will occur in the late spring of 2018.</p> <p>Training on the new Student Information System will take place for teachers in August 2018. Additional training will take place over time, as needs emerge.</p> <p>Follow-up parent and student surveys will be conducted each spring, beginning in 2019 to assess our progress in this area.</p> <p>Staff meetings will emphasize this area for growth on a quarterly basis, beginning in the fall of 2018.</p> <p>Reporting: Quarterly reporting of progress by this team to the faculty.</p> <p>Biennial reporting to superintendent/ Board of Trustees.</p> <p>Annual reporting by</p>	<p>Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Emphasize student self-evaluation and tracking of goals and progress throughout high school.</p> <p>Professional development/resources: Administrators, counselors, and faculty will work to develop a common, agreed-upon objectives for integration of student self-evaluation and tracking of goals and progress.</p> <p>Staff will receive training on the effective utilization of the new Student Information System's features that may support this endeavor.</p> <p>Departments will collaborate around the topic of student self-evaluation and tracking of goals and progress and will share their agreed-upon strategies with the rest of the faculty.</p> <p>Department Chairs as well as the faculty as a whole will revisit this topic on at least a quarterly basis to reevaluate progress and effectiveness and make adjustments accordingly.</p> <p>Means to assess improvement: Training in the new Student Information System will result increased staff ability to utilize student self-evaluation features in a consistent, meaningful way.</p> <p>Parents and students will be surveyed annually to assess our progress related to this task.</p> <p>Staff meetings will emphasize the</p>	<p>Training on the new Student Information System will take place for teachers in August 2018. Additional training will take place over time, as needs emerge.</p> <p>Follow-up parent and student surveys will be conducted each spring, beginning in 2019 to assess our progress in this area.</p> <p>Staff meetings will emphasize this area for growth on a quarterly basis, beginning in the fall of 2018.</p> <p>Reporting: Quarterly reporting of progress by this team to the faculty.</p> <p>Biennial reporting to superintendent/ Board of Trustees.</p> <p>Annual reporting by principal to staff of comprehensive overview of student progress and performance by</p>	<p>Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Ensure that sufficient diagnostic assessments are in place for proper course placement.</p> <p>Professional development/resources: Administrators, counselors, and faculty will work to develop criteria and needs for diagnostic assessments through our new Student Information System as well as the district's adopted formative assessment platform.</p> <p>Staff will receive training on the effective utilization of the new Student Information System's assessment tools and features.</p> <p>Departments will collaborate around the topic of diagnostic assessment and will share their findings and insights with the rest of the faculty.</p> <p>Department Chairs as well as the faculty as a whole will revisit this topic on at least a quarterly basis to reevaluate progress and effectiveness and make adjustments accordingly.</p> <p>Means to assess improvement: Training in the new Student Information System will result increased staff ability to utilize diagnostic assessment features in a consistent, meaningful way.</p> <p>Parents and students will be surveyed annually to assess our progress related to this task.</p> <p>Staff meetings will emphasize the</p>	<p>Training on the new Student Information System will take place for teachers in August 2018. Additional training will take place over time, as needs emerge.</p> <p>Follow-up parent and student surveys will be conducted each spring, beginning in 2019 to assess our progress in this area.</p> <p>Staff meetings will emphasize this area for growth on a quarterly basis, beginning in the fall of 2018.</p> <p>Reporting: Quarterly reporting of progress by this team to the faculty.</p> <p>Biennial reporting to superintendent/ Board of Trustees.</p> <p>Annual reporting by principal to staff of comprehensive overview of student progress and performance by</p>	<p>Principal, Assistant Principal, Counselors, Intervention Specialist, Department Chairs, Teachers, Teachers on Special Assignment</p>				

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 student performance 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 #5:
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 #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 student performance 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 #6:
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 #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 student performance 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 student performance 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 student performance 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 student performance 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
SCHOOL GOAL #1:

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 #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
Amy Besler	X				
Josie Andrews		X			
Jason Bohrer		X			
Daniel Bussinger		X			
Peter Gammelgard		X			
Janet Miles			X		
Bethany Williams			X		
Julie Barnum				X	
Laurel Burchman				X	
Bella Batula					X
Kaylee Bohrer					X
Savannah Collyer					X
Numbers of members of each category:	1	4	2	2	3

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 January 17, 2018.

Attested:

Dr. Amy Besler

Typed Name of School Principal

Signature of School Principal

Date

Bethany Williams

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date