SINGLE PLAN FOR STUDENT ACHIEVEMENT

FOR

2017-2018

Big Bear Elementary School

Contact Information:
Jeanette Haston, Principal
jeanette_haston@bearvalleyusd.org
Big Bear Elementary School
40940 Pennsylvania
Big Bear Lake, CA 92315
(909) 866-4638

The Single Plan for Student Achievement

School: Big Bear Elementary School

CDS Code: 36 67637 6105936

District: Bear Valley Unified School District

Principal: Jeanette Haston

Revision Date: 9/27/2017

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:

Contact Person: Jeanette Haston

Position: Principal

Phone Number: (909) 866-4638

Address: 40940 Pennsylvania Avenue
Big Bear Lake, CA 92315

E-mail Address: jeanette_haston@bearvalleyusd.org

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

Table of Contents

School Vision and Mission

Big Bear Elementary School's Vision and Mission Statements
BBES Vision Statement
 Big Bear Elementary School students will have the skills necessary to be competitive in the 21st century in core subjects, life and career/interpersonal skills, innovation and learning skills, and technology skills.

 BBES Mission Statement
 Live, Learn, Strive, & Serve

District Slogan
 Educate-Inspire-Prepare

District Mission Statement
 It is the mission of the Bear Valley Unified School District to educate, inspire, and prepare all students by creating innovative learning environments where students can thrive academically, contribute to society, and lead healthy, purposeful lives.

District Vision Statement
 All students graduate educated, inspired, and prepared to pursue their dreams.

District Value Statement
 Students First: Students come first in everything we do.
 Mutual Trust: Mutual trust is essential in all our interactions.
 Dignity and Respect: We always treat each other with dignity and respect.
 Innovation and Continuous Learning: We embrace innovation and continuously strive to learn and improve.
 Growth Mindset and Grit: High expectations are perseverance are keys to success.
 Collaboration and Partnerships: Working together, in collaboration and partnership, we make a difference for students.

School Profile

Big Bear Elementary School is located in the city of Big Bear Lake and provides instruction for students in grades TK-6. During the 2016-2017 school year, a total of 300 students were enrolled comprised of 82.3% students who qualified for free and reduced meals, 11.7% students who qualified for special education services, and 32.7% English Learners. Currently, for the 2017-2018 school year, a total of 263 students are enrolled comprised of 88.9% students who qualify for free and reduced meal , 11% students who qualify for special education services, and 38% English Learners.

Site Description

Student Demographics

Student Demographic by Ethnicity

Student Subgroup	2014-15	2015-16	2016-17
American Indian or Alaska Native	2 (0.7%)	1 (0.4%)	1 (0.3%)
Asian	5 (1.7%)	2 (0.8%)	3 (1.0%)
Pacific Islander	1 (0.3%)	1 (0.4%)	0 (0.0%)
Filipino	0 (0.0%)	0 (0.0%)	0 (0.0%)
Hispanic or Latino	168 (57.0%)	147 (57.9%)	147 (49.0%)
African American	1 (0.3%)	2 (0.8%)	3 (1.0%)
White (not Hispanic)	102 (34.6%)	99 (39.0%)	136 (45.3%)
Multiple or No Response	14 (4.8%)	0 (0.0%)	0 (0.0%)
Total Enrollment	295	254	300

Students Receiving Free or Reduced Price Meals

	2015-16	2016-17
Number	239	247
Percent	79.9	82.3

Parent Education Level

# Responses	2015-16	2016-17
Post Graduate	14	16
College Graduate	30	33
Some College	64	67
HS Diploma	92	99
Not HS Graduate	54	52

Enrollment

School Enrollment Trends

Grades	2014-15	2015-16	2016-17
TK		18	10
K	33	44	54
1	33	30	39
2	39	37	36
3	56	34	41
4	35	45	43
5	39	30	47
6	60	34	40
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0

Staffing and Teacher Credentials

Teachers	School			District		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
With Full Credential	14	13	14		98	115
Without Full Credential	0	0	0		8	2

Comprehensive Needs Assessment Components

Data Analysis

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).

In reviewing the amount of available survey data for the previous school year for Big Bear Elementary School, it is clear that in the current school year and in the future, attention needs to be placed on developing and administering pertinent surveys that would help provide important and informative data to help all of our stakeholders made appropriate site-based decisions for the purposes of our growth and improvement as a school. There are several surveys that are available to be administered to measure key indicators about school culture and climate, as well as stakeholder involvement. We look forward to implementing additional surveys this year and in the future so that we can clearly determine measurable goals and growth areas.

The survey that was provided to Big Bear Elementary School stakeholders in 2016-2017 was the Title I Parent Survey. The purpose of this survey is to gather parent input regarding the Title I program, additional supports available for their child, communication between the teacher and parent, and opportunities for participation and input. Twelve parent responses were recorded of the 300 students who were enrolled during that school year. This minimal response amount creates a circumstance where the lack of data presents a challenge when trying to see trends and being able to make informed decisions based on those trends. As such, it is very important that we ensure that surveys are made available to multiple stakeholders including staff, parents, students and community on a consistent basis in the future.

Some additional surveys available to our site that we plan to use include the following:

The PBIS Self-Assessment Survey is an annual assessment used by schools to identify the staff perception of the implementation and improvement priority for school-wide, classroom, and individual student systems. This survey is provided to school staff members. Results of this survey are helpful for creating action plans for improvement and growth in the areas identified as priorities. This survey is currently being administered to Big Bear Elementary School staff members, and data will be available in November, 2017 for usage in planning during the current school year. The most recent SAS survey given to Big Bear Elementary School staff members was in 2014. Given the changes in staffing since that time, those survey results are no longer accurate, so the current survey results will be instrumental in helping to develop plans and direction in the area of school systems.

The Tiered Fidelity Inventory is another PBIS survey available to Big Bear Elementary School. This is a survey that is provided to members of the school site's PBIS team to measure the extent to which school staff members are applying the action plan measures developed by stakeholders to assist in the area of school culture and climate. Due to the fact that this survey requires full implementation of PBIS at the site, this survey has not been completed at our school site in recent years. With the re-implementation of PBIS practices and resources to our site in the current school year, we will be able to participate in the TFI survey in November, 2018, and then will be able to use that data to help determine the level to which implementation of PBIS is considered successful.

Additionally, the School Climate Survey is available to students in grades 3 through 6. This is a survey tool that is typically given twice a year, once in the first 45 days of school, and once in the last 45 days of school. This survey tool measures student perceptions about school climate and is given under the guidance of teachers or other school staff. This survey will be used in Spring 2018 as an initial benchmark survey to help us measure the re-implementation success rate of PBIS programming to our site.

The California Healthy Kids Survey will be provided to 5th grade students at our school site in November, 2017. It will be administered by district Healthy Start staff members and measures topics such as school engagement and supports, school safety, disciplinary environment, and substance use. Results of this survey will help staff to determine areas of needed attention in key indicators having to do with school climate and student well-being. The most recent administration of this survey was completed in 2015. The district-wide data for 5th grade students indicated that 83% of

all 5th graders felt safe at school, 82% felt that students were treated with respect, and 57% felt connected to their school, that they had caring adult relationships, and that they had high expectations in their school setting. 20% of those same students felt that their participation in school was meaningful, however, and 61% reported experiences with mean rumors being spread about them. This information indicates district-wide strength in creating environments of safety and respect between students and staff on campus, but an area of growth is to help strengthen peer relationships and how students are able to contribute to their school on a personal level.

We do have current data from the Title I Parent Survey that was administered in Spring 2017. While the response data of 12 parents was comparatively small to the 300 enrolled students, the results of that survey were as follows:
Q: I feel welcome when I enter the school.

Strongly agree: 50%
Agree: 41.67%
Disagree: 0%
Strongly Disagree: 8.33%

Q: I feel knowledgeable about what is going on at the school.

Strongly agree: 33.33%
Agree: 50%
Disagree: 8.33%
Strongly Disagree: 8.33%

Q: I know what the School-Parent Compact is.

Strongly agree: 25%
Agree: 33.33%
Disagree: 16.67%
Strongly Disagree: 25%

Q: I have been invited to participate in school planning such as the School Plan for Student Achievement (SPSA), Title I meetings, Booster club, other school and classroom events.

Strongly agree: 41.67%
Agree: 41.67%
Disagree: 0%
Strongly Disagree: 16.67%

Q: I feel knowledgeable about the Title I program.

Strongly agree: 25%
Agree: 16.67%
Disagree: 33.33%
Strongly Disagree: 25%

Q: I feel knowledgeable about the school's status as a Title I school.

Strongly agree: 16.67%
Agree: 25%
Disagree: 33.33%
Strongly Disagree: 25%

Q: Teachers regularly communicate with me.

Strongly agree: 58.33%
Agree: 16.67%
Disagree: 16.67%
Strongly Disagree: 8.33%

Q: My calls, emails, or notes to school staff are answered promptly.

Strongly agree: 50%
Agree: 41.67%
Disagree: 0%
Strongly Disagree: 8.33%

Q: The school provides our family with parenting resources.

Strongly agree: 45.45%
Agree: 36.36%
Disagree: 9.09%
Strongly Disagree: 9.09%

Q: The school provides our family with workshops or informational events.

Strongly agree: 27.27%
Agree: 54.55%
Disagree: 9.09%
Strongly Disagree: 9.09%

Q: The school asks for my input on student and family events.

Strongly agree: 41.67%
Agree: 33.33%
Disagree: 8.33%
Strongly Disagree: 16.67%

Q: The school asks for my input about my child and how he/she learns best.

Strongly agree: 41.67%
Agree: 25%
Disagree: 16.67%
Strongly Disagree: 16.67%

Q: I feel knowledgeable about the school's expectations for my child.

Strongly agree: 41.67%
Agree: 33.33%
Disagree: 8.33%
Strongly Disagree: 16.67%

Q: I know how to help my child with his/her homework.

Strongly agree: 41.67%
Agree: 50%
Disagree: 0%

Strongly Disagree: 8.33%

Q: My child receives additional academic help when needed.

Strongly agree: 41.67%
Agree: 41.67%
Disagree: 0%
Strongly Disagree: 16.67%

Q: I feel that parents are involved in decision-making at our school.

Strongly agree: 25%
Agree: 41.67%
Disagree: 16.67%
Strongly Disagree: 16.67%

Q: I feel that my child has made adequate progress over the course of this school year.

Strongly agree: 58.33%
Agree: 16.67%
Disagree: 8.33%
Strongly Disagree: 16.67%

The results of the Title I Parent Survey indicate that our parents feel welcomed at our school, communicated with, and informed, but that effort should be made to help parents understand the different types of programming offered at the school and to include them in decision-making opportunities when possible. Prior to this survey being given again in Spring 2018, school staff will work together to strategize and implement ways of ensuring a higher number of parent responses so that the data can be considered to be statistically accurate.

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

The purpose of classroom observations, both formal and informal, is to ensure the highest quality of instruction for our students. In accordance with the contract agreement between Bear Valley Unified School District and the Bear Valley Education Association, teachers participate in a formal evaluation process each year during their probationary status, and every other year thereafter. This formal evaluation process includes two in-class observations by site administrators of at least 30 minutes duration, an evaluation conference to review the observation, as well as a written report of the evaluation that includes recommendations. These formal classroom observations and the final evaluation product are meant to provide meaningful feedback and suggestions as it pertains to the California Standards for the Teaching Profession, which are as follows:

Standard 1: Engaging and Supporting All Students in Learning
Standard 2: Creating and Maintaining Effective Environments for Student Learning
Standard 3: Understanding and Organizing Subject Matter for Student Learning
Standard 4: Planning Instruction and Designing Learning Experiences for All Students
Standard 5: Assessing Students for Learning
Standard 6: Developing as a Professional Educator

During the 2017-18 school year, 11 certificated staff members are in a formal evaluation year, which is a group comprised of both probationary and permanent employees. During November 2017, these staff members are meeting with site administration to discuss the evaluation process and discuss goals. The first of the two required observations will occur during December, 2017, and the final observation and evaluation will take place during the spring of 2018.

Additionally, informal classroom observations take place throughout the school year, and may be conducted by site and district administrators, district instructional coaches and curriculum specialists, as well as other teachers. At Big Bear Elementary School, site administration meets with certificated staff members during the school year to determine what each teacher's professional growth goals are for the school year, and whenever possible, feedback that correlates to those specific goals is provided to each teacher after an informal classroom visitation. The district leadership team also conducts several site visitations during the school year, most recently in August 2017.

The specific goal of informal classroom observations is to monitor and help support several key indicators that are expected to be observable in each district classroom. Informal observation discussions, notes, and feedback help to create educational consistency and strength in the following areas:

*Rigor and 21st Century Practices, which include Learning & Innovation Skills / 4Cs of Critical Thinking, Communication, Collaboration, and Creativity, as well as Life and Career Skills; Information, Media, and Technology Skills; Key Subjects

*Strategic use of technology and digital media using the SAMR Model (Substitution, Augmentation, Modification, Redefinition)

*Usage of informational texts

*Modeling and guided practice

*Checking for understanding and feedback

The most recent leadership team classroom visitation and observation on August 29, 2017, found strengths in the area of technology usage and checking for feedback. During the visitations, students were observed using Google Classroom tools, using Google Docs to create an essay, and using iPads and ENOBoards to access curriculum. Students were observed being provided many different ways to express their understanding of the classroom content, specifically through partner sharing, using whiteboards, and answering a Question of the Day. Growth areas noted were a need for more consistency modeling instruction and providing guided practice, as well as implementation of the newly adopted English Language Arts Wonders curriculum. These strengths and growth areas were shared and discussed with staff members.

A primary benefit of informal classroom visitations is the opportunity to observe teacher strengths and best practices implementation within their classroom as a way of helping to create cohesiveness within our staff. Informal observations by site administration and other teachers often result in discussions at a site professional learning community level about the best practices going on in our classrooms, and in doing so, are shared schoolwide.

Analysis of Current Instructional Program

Standards, Assessment, and Accountability

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

    Big Bear Elementary School uses both standardized and local assessments to monitor student achievement and to help inform and guide our instructional programming. Data from these assessments is routinely reviewed at regularly scheduled site staff and professional development meetings, quarterly district grade level meetings, and grade level professional learning community meetings held every other week for the purpose of making data-driven instructional decisions that will impact student achievement favorably.
    Bear Valley Unified School District uses Student Assessment by IO Education (formerly EADMS, or Educators' Assessment Data Management System) as its student data management tool, which is accessible by district administration and teachers. IO Education provides comprehensive access to student data that is critical for making data-driven instructional decisions, including student data from the California Assessment of Student Performance and Progress (CAASPP), the California English Language Development Test (CELDT), and the district's local assessments/quarterly benchmarks. IO Education also serves as a tool used by district educators to create assessments using an item bank that includes questions that mirror what students see on their standardized tests, ensuring that local assessment rigor correlates with that of the standardized tests students complete each year. An added benefit to the IO Education system is that it strives to work together with the district to provide assessment tools that align with district adopted curriculum. IO Education offers assessments built in to their assessment bank

that help support our brand new Wonders English Language Arts curriculum adoption, which will help ensure consistency in the future. IO Education is an important tool that we use at Big Bear Elementary School to monitor student progress and make data-informed decisions about the instruction that we provide.

 Each spring, Big Bear Elementary School students in grades 3 through 6 participate in the CAASPP assessment, which are computer-adaptive assessments that provide data regarding student achievement as it relates to the California Content Standards in the areas of English Language Arts and Mathematics. Student scores are reported in score ranges that include Standard Not Met, Standard Nearly Met, Standard Met, and Standard Exceeded, with the goal of attainment of the Standard Met and Standard Exceeded score ranges.
Students at Big Bear Elementary School whose home language is not English are assessed in the areas of listening, speaking, reading, and writing using the CELDT test to determine their level of English language acquisition and proficiency. Student scores on the CELDT are reported in four proficiency levels that include Beginner, Early Intermediate, Intermediate, and Advanced, with the goal of attainment of the Intermediate and Advanced proficiency levels. The CELDT test is transitioning in the 2017-2018 school year to the English Language Proficiency Assessments for California (ELPAC), with the first administration of this assessment to be held in Spring 2018.
Students in grades TK-6 are given quarterly local assessment benchmarks, which also include performance tasks. These assessments have been developed through a team approach that included district curriculum specialists and teachers, and are routinely revisited to ensure validity and alignment to district adopted curriculum and standardized assessments. These benchmark assessments provide important data about student achievement progress throughout the school year, and are reviewed each quarter to determine appropriate adjustments to instruction and possible academic interventions.
 Additionally, our school benefits from the data provided through the usage of iReady, which is a program used district-wide in 2nd through 5th grades in English Language Arts. iReady is an adaptive computer program that provides individualized, on-grade level instruction that also helps prepare students for standardized assessments and is a predictor of student performance on those tests. While iReady is required only of 2nd-5th grades in English Language Arts, through discussion of the positive impact and benefits, our site 6th grade students will begin using iReady ELA in November, 2017. Also, our site participated in a trial of iReady Math in 2nd-6th grade in September and October, 2017, and found it to be both engaging and instructionally beneficial for our students. We are currently in the process of working with the district to coordinate a possible purchase of the iReady Math program for Big Bear Elementary School.

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

The following is an analysis of the current data available to Big Bear Elementary School as it correlates to the CAASPP assessments in English Language Arts and Mathematics. This data is used to see trends in our student achievement and to create correlating data-driven instructional plans.
We currently have three years of trackable data for the CAASPP for the years 2014-15, 2015-16, and 2016-17. This data is for both English Language Arts and Mathematics, and is for our 3
rd through 6
th grade students.
In English Language Arts, the student achievement data is as follows for each grade level, and is followed by an analysis of each grade level's data specific data.
3
rd Grade:
Over the course of three years, the percent of students who exceeded overall ELA standards fell from 8% to 5%, and the percent of students who met standard increased from 18% to 27.5%. Students who nearly met standard decreased from 32% to 27.5% We continue to see a high percentage of students not meeting standard, at 40% in 2016-17, down just 2% over the three years.
The ELA claim data for 3
rd grade shows some small increases in the percentages at each of the different achievement levels.
In reading (demonstrating understanding of literary and non-fictional texts), students who performed above standard increased from 12% to 15%, at or near standard increased very slightly from 42% to 42.5%, and below

standard decreased from 46% to 42.5%.

In writing (producing clear and purposeful writing), students who performed above standard decreased from 14% to 7.5%, at or near standard increased from 48% to 52.5%, and below standard increased from 38% to 40%.

In listening (demonstrating effective communication skills), students who performed above standard increased from 8% to 12.5%, at or near standard significantly increased from 56% to 72.5%, and below standard significantly decreased from 36% to 15%.

In research/inquiry (investigating, analyzing, and presenting information), students who performed above standard increased from 4% to 12.5%, at or near standard decreased from 66% to 55%, and below standard increased from 30% to 32.5%.

As 3

rd grade serves as the initial assessment year for student on the CAASPP, cohort trend data is not available.

ANALYSIS OF 3

rd GRADE ELA CAASPP DATA:

In the overall achievement in ELA, the most significant increase occurred with students who scored in the standard met category. A significant increase of 9.5% over the three years, this may be related to this grade level's commitment to full implementation of the iReady ELA program discussed previously in this document. Daily practice on iReady on the part of the students was reported by teachers to have helped show significant growth in student achievement on ELA standards, and the format in which those are assessed. 3rd grade also benefits from a collaborative model with the site's Title I interventionist team, who provides small setting targeted interventions in flexible groupings. This support provides opportunities to focus on the individualized learning needs of our students who need extra scaffolding. It is important to continue a consistent implementation of iReady, as well as ongoing conversations about our students who need extra support in order to continue helping students meet the standard expected of them. 40% of our 3

rd graders did not meet the ELA overall standard this year, and that number has been fairly consistent over the past three years. The absence of a current district adopted ELA curriculum that aligns with common core state standards and CAASPP assessments has been a factor in this regard. In the current school year, the district has adopted McGraw-Hill Wonders as its new curriculum. Teachers have participated in trainings in Wonders, and are working diligently to implement the curriculum with fidelity. The anticipated goal will be improvement in the number of students reaching standard with appropriate and rigorous curriculum now in place.

4th Grade:

Over the course of three years, the percent of students who exceeded overall ELA standards fell from 22% to 8.89%, and the percent of students who met standard increased from 19% to 20%. Students who nearly met standard decreased from 25% to 20% We continue to see a high percentage of students not meeting standard, at 51.11% in 2016-17, an increase from 34%.

The ELA claim data for 4

th grade is as follows:

 In reading (demonstrating understanding of literary and non-fictional texts), students who performed above standard decreased from 28% to 15.56%, at or near standard increased slightly from 38% to 44.44%, and below standard increased from 34% to 40%.

In writing (producing clear and purposeful writing), students who performed above standard decreased from 25% to 11.11%, at or near standard increased from 41% to 42.22%, and below standard increased from 34% to 46.67%.

In listening (demonstrating effective communication skills), students who performed above standard decreased from 13% to 6.67%, at or near standard increased from 56% to 57.78%, and below standard increased from 31% to 35.56%.

In research/inquiry (investigating, analyzing, and presenting information), students who performed above standard decreased from 16% to 15.56%, at or near standard decreased from 59% to 51.11%, and below standard increased from 25% to 33.33%.

As 4

th grade serves as the second year of standardized assessment for students in elementary school, cohort trend data is available and shows the following:

As 3

rd graders, 21% of the students in this cohort scored Standard Exceeded. In 4

th grade, that percentage decreased to 8.89%.

As 3

rd graders, 12% of the students in this cohort scored Standard Met. In 4

th grade, that percentage increased to 20%.

As 3

rd graders, 24% of the students in this cohort scored Standard Nearly Met. In 4

th grade, that percentage decreased to 20%.

As 3

rd graders, 42% of the students in this cohort scored Standard Not Met. In 4

th grade, that percentage increased to 51.11%.

ANALYSIS OF 4

th GRADE ELA CAASPP DATA:

In the overall achievement in ELA, a significant trend finding is that it appears as if when our students are transitioning from 3

rd grade to 4

th grade, they are experiencing some challenges maintaining their achievement in ELA. The cohort data supports this, in that we see some significant percentage decreases in at performance levels that indicate proficiency. This could possibly be due to the increased class sizes from 3

rd to 4

th grades, as well as the increased level of rigor of the standards between these grade levels. Exposure to strong modeling and guided practice to help support students through this transition is critical. The grade level trend shows some decreases in achievement, as well. One possible reason may that this grade level experienced some staffing changes during the school year, which at times can create challenges as consistency and experience in the instructional program are impacted in circumstances such as these. 4

th grade benefits from a collaborative model with the site's Title I interventionist team, who provides small setting targeted interventions in flexible groupings. This support provides opportunities to focus on the individualized learning needs of our students who need extra scaffolding. It is important to continue a consistent implementation of iReady, as well as ongoing conversations about our students who need extra support in order to continue helping students meet the standard expected of them. 51.11% of our 4

th graders did not meet the ELA overall standard this year. The absence of a current district adopted ELA curriculum that aligns with common core state standards and CAASPP assessments has been a factor in this regard. In the current school year, the district has adopted McGraw-Hill Wonders as its new curriculum. Teachers have participated in trainings in Wonders, and are working diligently to implement the curriculum with fidelity. The anticipated goal will be improvement in the number of students reaching standard with appropriate and rigorous curriculum now in place.

5

th Grade:

Over the course of three years, the percent of students who exceeded overall ELA standards fell from 12% to 2.17%, and the percent of students who met standard decreased from 18% to 8.7%. Students who nearly met standard increased from 12% to 34.78% We continue to see a high percentage of students not meeting standard, at 54.35% in 2016-17, a decrease from 59%.

The ELA claim data for 5

th grade is as follows:

 In reading (demonstrating understanding of literary and non-fictional texts), students who performed above standard decreased from 12% to 4.35%, at or near standard increased from 21% to 45.65%, and below standard decreased from 68% to 50%.

In writing (producing clear and purposeful writing), students who performed above standard decreased from 15% to 6.52%, at or near standard increased from 38% to 45.65%, and below standard increased from 47% to 47.83%.

In listening (demonstrating effective communication skills), students who performed above standard decreased from 21% to 2.17%, at or near standard increased from 47% to 69.57%, and below standard decreased from 32% to 28.26%.

In research/inquiry (investigating, analyzing, and presenting information), students who performed above standard decreased from 15% to 4.35%, at or near standard decreased from 44% to 39.13%, and below standard increased from 41% to 56.52%.

As 5

th grade serves as the third year of standardized assessment for students in elementary school, cohort trend data is available and shows the following:

As 3

rd graders, 8% of the students in this cohort scored Standard Exceeded. In 4

th grade, that percentage increased to 10%. In 5

th grade, that percentage decreased to 2.17%.

As 3

rd graders, 18% of the students in this cohort scored Standard Met. In 4

th grade, that percentage decreased to 17%. In 5

th grade, that percentage decreased to 8.7%.

As 3

rd graders, 32% of the students in this cohort scored Standard Nearly Met. In 4

th grade, that percentage decreased to 24%. In 5

th grade, that percentage increased to 34.78%.

As 3

rd graders, 42% of the students in this cohort scored Standard Not Met. In 4

th grade, that percentage increased to 50%. In 5

th grade, that percentage increased to 54.35%.

ANALYSIS OF 5

th GRADE ELA CAASPP DATA:

In the overall achievement in ELA, a significant trend finding is that in this cohort group and the grade level data, significant decreases occur in the achievement levels of at standard and exceeded standard. The cohort data supports this, in that we see some significant percentage decreases in at performance levels that indicate proficiency. One significant factor is the lack of targeted intervention support beginning in this grade. During the years that this assessment data was collected, 5

th grade did not benefit from the support of the Title I Intervention team. In the current school year, modifications have been made to provide a daily session of intervention support to students in need of that scaffolding. Additionally, there was not consistent exposure to iReady programming in this grade level, which may have played a role in assessment and standards rigor preparedness. This year, all students in 5

th grade complete a minimum of 20 minutes each day working on iReady. Last year in particular, due to the piloting of some special programming in this grade level, alignment to pacing and standards could have played a role in student achievement decreases. Attention is being given to ensure that pacing is being followed this year, and that the curriculum is aligned to standard. 54.35% of our 5

th graders did not meet the ELA overall standard this year. The absence of a current district adopted ELA curriculum that aligns with common core state standards and CAASPP assessments has been a factor in this regard. In the current school year, the district has adopted McGraw-Hill Wonders as its new curriculum. Teachers have participated in trainings in Wonders, and are working diligently to implement the curriculum with fidelity. The anticipated goal will be improvement in the number of students reaching standard with appropriate and rigorous curriculum now in place.

6

thGrade:

Over the course of three years, the percent of students who exceeded overall ELA standards fell from 12% to 4.88%, and the percent of students who met standard decreased from 25% to 24.39%. Students who nearly met standard decreased from 30% to 29.27% We continue to see a high percentage of students not meeting standard, at 41.46% in 2016-17, an increase from 33%.

The ELA claim data for 6

th grade is as follows:

In reading (demonstrating understanding of literary and non-fictional texts), students who performed above standard decreased from 20% to 12.2%, at or near standard decreased from 43% to 39.02%, and below standard

increased from 37% to 48.78%.

In writing (producing clear and purposeful writing), students who performed above standard decreased from 18% to 9.76%, at or near standard decreased from 48% to 46.34%, and below standard increased from 33% to 43.9%.

In listening (demonstrating effective communication skills), students who performed above standard decreased from 13% to 4.88%, at or near standard decreased from 67% to 63.41%, and below standard increased from 20% to 31.71%.

In research/inquiry (investigating, analyzing, and presenting information), students who performed above standard increased from 12% to 12.2%, at or near standard decreased from 65% to 58.54%, and below standard increased from 23% to 29.27%.

This 6

th grade cohort has three years of standardized assessment cohort trend data available and shows the following:

As 4

th graders, 22% of the students in this cohort scored Standard Exceeded. In 5

th grade, that percentage decreased to 14%. In 6

th grade, that percentage decreased to 4.88%.

As 4

th graders, 19% of the students in this cohort scored Standard Met. In 5

th grade, that percentage maintained at 19%. In 6

th grade, that percentage increased to 24.39%.

As 4

th graders, 25% of the students in this cohort scored Standard Nearly Met. In 5

th grade, that percentage decreased to 33%. In 6

th grade, that percentage decreased to 29.27%.

As 4

th graders, 34% of the students in this cohort scored Standard Not Met. In 5

th grade, that percentage increased to 33%. In 6

th grade, that percentage increased to 41.46%.

ANALYSIS OF 6

th GRADE ELA CAASPP DATA:

In the overall achievement in ELA, a significant trend finding is that in this cohort group and the grade level data, significant decreases occur in the achievement levels of at standard and exceeded standard. The cohort data supports this, in that we see some significant percentage decreases in at performance levels that indicate proficiency. One significant factor is the continued lack of targeted intervention support in this grade. During the years that this assessment data was collected, 6

th grade did not benefit from the support of the Title I Intervention team. In the current school year, modifications have been made to provide a daily session of intervention support to students in need of that scaffolding. Also, this 6

th grade cohort included a sizeable group of students who were part of this cohort only for the 2016-17 school year because their special education class was located at our school site for one year only. In reviewing those students' scores, the impact on the overall cohort was significant enough to be a factor. Additionally, there was no exposure to iReady programming in this grade level, which may have played a role in assessment and standards rigor preparedness. Starting in November 2017, all students in 6

th grade will complete a minimum of 20 minutes each day working on iReady. Last year in particular, due to the piloting of some special programming in this grade level, alignment to pacing and standards could have played a role in student achievement decreases. Attention is being given to ensure that pacing is being followed this year, and that the curriculum is aligned to standard. 41.46% of our 6

th graders did not meet the ELA overall standard this year. The absence of a current district adopted ELA curriculum that aligns with common core state standards and CAASPP assessments has been a factor in this regard. In the current school year, the district has adopted McGraw-Hill Wonders as its new curriculum. Teachers have participated in trainings in Wonders, and are working diligently to implement the curriculum with fidelity. The anticipated goal will be improvement in the number of students reaching standard with appropriate and rigorous curriculum now in place.

In Mathematics, the student achievement data is as follows for each grade level, and is followed by an analysis of our school's data.

3
rd Grade:

Over the course of three years, the percent of students who exceeded overall Math standards increased from 4% to 5%, and the percent of students who met standard increased from 24% to 25%. Students who nearly met standard decreased from 33% to 30%. We continue to see a high percentage of students not meeting standard, at 40% in 2016-17, down just 1% over the three years.

The Math claim data for 3

rd grade at each of the different achievement levels is as follows:

In concepts and procedures (applying mathematical concepts and procedures), students who performed above standard increased from 8% to 20%, at or near standard decreased from 45% to 25%, and below standard increased from 47% to 55%.

In problem solving and modeling/data analysis (using appropriate tools and strategies to solve real world and mathematical problems), students who performed above standard increased from 6% to 12.5%, at or near standard increased from 49% to 52.5%, and below standard decreased from 45% to 35%.

In communicating reasoning (demonstrating ability to support mathematical conclusions), students who performed above standard decreased from 12% to 5%, at or near standard increased from 57% to 62.5%, and below standard decreased from 31% to 32.5%.

As 3

rd grade serves as the initial assessment year for student on the CAASPP, cohort trend data is not available.

4th Grade:

Over the course of three years, the percent of students who exceeded overall Math standards fell from 12% to 4.35%, and the percent of students who met standard increased from 9% to 19.57%. Students who nearly met standard increased from 36% to 39.13% We saw a decrease of students not meeting standard, at 36.96% in 2016-17, down from 42%.

The Math claim data for 4

th grade is as follows:

In concepts and procedures (applying mathematical concepts and procedures), students who performed above standard decreased from 12% to 10.87%, at or near standard increased slightly from 24% to 26.09%, and below standard decreased from 64% to 63.04%.

In problem solving and modeling/data analysis (using appropriate tools and strategies to solve real world and mathematical problems), students who performed above standard increased from 12% to 13.04%, at or near standard increased from 42% to 43.48%, and below standard decreased from 45% to 43.48%.

In communicating reasoning (demonstrating ability to support mathematical conclusions), students who performed above standard decreased from 15% to 8.7%, at or near standard increased from 33% to 45.65%, and below standard decreased from 52% to 45.65%.

As 4

th grade serves as the second year of standardized assessment for students in elementary school, cohort trend data is available and shows the following:

As 3

rd graders, 9% of the students in this cohort scored Standard Exceeded. In 4

th grade, that percentage decreased to 4.35%.

As 3

rd graders, 21% of the students in this cohort scored Standard Met. In 4

th grade, that percentage decreased to 19.57%.

As 3

rd graders, 27% of the students in this cohort scored Standard Nearly Met. In 4

th grade, that percentage increased to 39.13%.

As 3

rd graders, 42% of the students in this cohort scored Standard Not Met. In 4

th grade, that percentage decreased to 36.96%.

5
th Grade:

Over the course of three years, the percent of students who exceeded overall Math standards fell from 6% to 0%, and the percent of students who met standard decreased from 6% to 4.44%. Students who nearly met standard decreased from 29% to 13.33% We continue to see a high percentage of students not meeting standard, at 82.22% in 2016-17, an increase from 59%.

The Math claim data for 5

th grade is as follows:

 In concepts and procedures (applying mathematical concepts and procedures), students who performed above standard decreased from 9% to 2.22%, at or near standard decreased from 21% to 6.67%, and below standard increased from 71% to 91.11%.

In problem solving and modeling/data analysis (using appropriate tools and strategies to solve real world and mathematical problems), students who performed above standard decreased from 6% to 4.44%, at or near standard decreased from 38% to 20%, and below standard increased from 56% to 75.56%.

In communicating reasoning (demonstrating ability to support mathematical conclusions), students who performed above standard increased from 0% to 2.22%, at or near standard decreased from 41% to 20%, and below standard increased from 59% to 77.78%.

As 5

th grade serves as the third year of standardized assessment for students in elementary school, cohort trend data is available and shows the following:

As 3

rd graders, 4% of the students in this cohort scored Standard Exceeded. In 4

th grade, that percentage decreased to 0%. In 5

th grade, that percentage maintained at 0%.

As 3

rd graders, 24% of the students in this cohort scored Standard Met. In 4

th grade, that percentage decreased to 7%. In 5

th grade, that percentage decreased to 4.44%.

As 3

rd graders, 33% of the students in this cohort scored Standard Nearly Met. In 4

th grade, that percentage increased to 52%. In 5

th grade, that percentage decreased to 13.33%.

As 3

rd graders, 39% of the students in this cohort scored Standard Not Met. In 4

th grade, that percentage increased to 40%. In 5

th grade, that percentage increased to 82.22%.

6
th Grade:

Over the course of three years, the percent of students who exceeded overall Math standards increased from 7% to 9.76%, and the percent of students who met standard decreased from 25% to 14.63%. Students who nearly met standard decreased from 20% to 19.51% We continue to see a high percentage of students not meeting standard, at 56.1% in 2016-17, an increase from 48%.

The Math claim data for 6

th grade is as follows:

In concepts and procedures (applying mathematical concepts and procedures), students who performed above standard decreased from 15% to 7.32%, at or near standard decreased from 32% to 29.27%, and below standard increased from 53% to 63.41%.

In problem solving and modeling/data analysis (using appropriate tools and strategies to solve real world and mathematical problems), students who performed above standard decreased from 13% to 12.2%, at or near standard decreased from 44% to 36.59%, and below standard increased from 43% to 51.22%.

In communicating reasoning (demonstrating ability to support mathematical conclusions), students who performed above standard decreased from 13% to 12.2%, at or near standard decreased from 45% to 31.71%, and below standard increased from 42% to 56.1%.

This 6

th grade cohort has three years of standardized assessment cohort trend data available and shows the following:

As 4

th graders, 12% of the students in this cohort scored Standard Exceeded. In 5

th grade, that percentage decreased to 6%. In 6

th grade, that percentage increased to 9.76%.

As 4

th graders, 9% of the students in this cohort scored Standard Met. In 5

th grade, that percentage increased to 14%. In 6

th grade, that percentage increased to 14.63%.

As 4

th graders, 36% of the students in this cohort scored Standard Nearly Met. In 5

th grade, that percentage decreased to 22%. In 6

th grade, that percentage decreased to 19.51%.

As 4

th graders, 42% of the students in this cohort scored Standard Not Met. In 5

th grade, that percentage increased to 58%. In 6

th grade, that percentage decreased to 56.1%.

ANALYSIS OF BBES MATH CAASPP DATA:

Without exception, we are concerned about the status of our students' math achievement scores. In reviewing the grade level and cohort data, the trends of decreasing achievement both in cohort groups and across grade level year spans provide opportunities for reflection about our attention to how students learn math and the elevated mathematical practices required for critical problem solving. In response to our scores, we have committed to a site-based purchase and implementation of Reflex Math, which is a computer-adaptive program that helps students develop their fluency in basic math facts in addition, subtraction, multiplication, and division. Several teachers report that their students struggle with higher level mathematical reasoning and concepts specifically because they have yet to master basic math facts, so the goal is to use Reflex Math as a support in our 1

st-6

th grade classrooms towards this mastery. Also, we are in the process of purchasing iReady Math to be used in grades 2-6. Another component of the iReady program used in ELA, iReady Math is an adaptive program to help expose students to the rigor required of common core state standards and assessment. A trial of iReady Math was piloted in Fall 2017, and while score reports are not available, teachers reported that students seemed to be progressing well using iReady Math as a support. More attention to strong modeling and guided practice on the part of teachers will help students be able to tackle some of the higher level math concepts and problem solving required in new math standards. Math intervention classes are being held once a week after school to help support students who have additional needs. For classes that are combination grade classes, creative ways of delivering mathematics instruction is in progress, specifically with strategic use of technology when direct instruction occurs with one grade level, while the other grade level works on their one-to-one technology tools in the area of math.

Most critically, the current district adoption of California GoMath curriculum that aligns with common core state standards and CAASPP assessments has been a needed support for strengthening our student achievement. The adoption was brand new during the 2016-17 school year, and the transition to the new programming that aligned with math standards and mathematical practices may account for some of the

fluctuating achievement scores. Teachers have participated in trainings in GoMath, and are working diligently to implement the curriculum with fidelity. The anticipated goal will be improvement in the number of students reaching standard with appropriate and rigorous curriculum now in place.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff

Big Bear Elementary School teachers are all highly qualified and hold appropriate credentials.

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

Big Bear Elementary School teachers are all credentialed and are offered a wide range of professional development opportunities throughout the school year. During recent and current school years, teachers have received training in new Wonders an GoMath curriculum, provided both by professional trainers and in-district trainers. Additionally, each Thursday afternoon is provided to teachers for professional development opportunities at both the school site and district levels.

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

The district provides professional development on a regular basis to support the New California State Standards and new district-adopted curricular programs. On site, both certificated and classified staff are also provided opportunities to learn together and from one another through regularly scheduled staff meetings and professional development opportunities that are open to all staff. Positive Behavior Interventions and Supports (PBIS) training through SELPA and the site's PBIS Team will be offered this year to all staff. Regularly scheduled meetings and quarterly grade level curriculum meetings provide opportunities to share best practices and work collaboratively on pacing and the instructional delivery of district-wide adopted curricular programming.

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

New teachers participate in a two year induction program through the Center for Teacher Innovation. As part of this process, district instructional coaches are provided to help mentor and support probationary teachers with training, observations, and feedback. This year, our school will be partnering with SELPA's PBIS team in order to reboot our PBIS programming at our school site. This will include several onsite support and mentoring opportunities throughout the school year. In addition, a district curriculum coach help support teachers with assessment and curriculum pacing on a quarterly basis.

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

Grade level teaching staff meet three times monthly at BBES, each quarter district wide, and during staff meetings three times a month. Once a quarter, grade level teams also meet with with site administration and the intervention specialist to review areas of growth and need. These meetings are all dedicated to reviewing student work, calibrating rubrics, refining appropriate instructional strategies, and used to communicate school information and build a positive culture.

Teaching and Learning

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

The process of aligning curriculum, instruction, and materials to content and performance standards is ongoing and collaborative in nature. Quarterly meetings that include grade level specific staff across the district and curriculum coaches help to ensure consistency across the district. Quarterly site meetings provide opportunity for grade level teams to review and modify alignment and pacing as appropriate. Special attention is paid to the suggested pacing of new Wonders and GoMath curriculums, as well as their alignment to local assessment benchmarks.

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

    Instructional minutes are reviewed by the District to ensure all required EL, English Language Arts, and Mathematics instructional minutes meet the state's requirements.

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

    Lesson pacing and master schedule planning are addressed through BVUSD CCSS Pacing Plan Folders that can be accessed by every teacher and are reviewed quarterly at district-wide grade level staff meetings, as well as the state mandated time requirements.

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

    Per William's Act, all standards-based instructional materials are available to each student.

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

    SBE adopted and standards aligned instructional materials are part of the District's CCSS Pacing Plan Folders that are available to every teacher and are reviewed quarterly at district-wide grade level staff meetings.

Opportunity and Equal Educational Access

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

    Big Bear Elementary School has a full-time Intervention Teacher and instructional aides to support at-risk readers TK-6th grade. There is also one Specialized Academic Instruction class for K-6th grade supported by one teacher and one instructional aide. English Learners, foster youth, and lower income students, have priority for intervention support including after-school intervention supports.

14. Research-based educational practices to raise student achievement

    iReady and iReady Math is used to monitor students 1st-6th grade and provide reading and math targeted and adaptive lessons that are created for each student and their academic need. Additionally, reading intervention supports for students allow students to work in small groups with the intervention teacher and instructional aides for TK-6th grade. Conferences and workshops are encouraged, as well as participation in school-wide and district-wide opportunities for professional development.

Parental Involvement

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

    Booster Club, School Site Council, and ELAC are offered at the school site. The district offers DELAC and Principal for the Day to support student achievement. The BBES Principal offers quarterly family/community meetings to provide families opportunities to give input and stay informed of school events, CA State Standards curriculum, and programs. The Latino Family Literacy Project will be implemented during the 2017-18 school year to help support our Spanish-speaking families endeavors to assist their children with their literacy skills. We partner with the Big Bear Career Institute, offering opportunities for interns to receive on-the-job training skills while assisting at the school site. Opportunities are provided to community members and families for input on school funds and budgets at regularly scheduled LCAP meetings. EdTrust volunteers provide important assistance in our classrooms under the guidance and direction of teachers. A Healthy Start Family Advisor is present on-site to help facilitate supports for students and families.

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)

    Annual surveys are collected for feedback. The Single Plan for Student Achievement is reviewed by school staff and the School Site Council before final approval. LCAP meetings with stakeholders to advise the district on the budgeting of district funds.

ELAC/DELAC.

<u>Funding</u>

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

Services funded by categorical funds include Intervention Teacher, instructional aides, after school intervention, increased technology, additional teacher collaboration time, supplemental standards-based materials, Ellevations to support ELL's, and family meetings/trainings.

18. Fiscal support

Fiscal supports comes from Local Control Funding Formula Base and Supplemental Concentration, Title I allocations, Title III, private donations, and fundraising.

Description of Barriers and Related School Goals

The most noted barriers by staff and parents to student achievement are our need for additional opportunities to collaborate and learn the various resources and best practices that accompany newly adopted programs in order to support students and their learning, as well as the site's need to provide adequate intervention opportunities for students who require additional support.

In order to address these barriers, Big Bear Elementary staff will attend additional district wide training such as Wonders, Go Math and iReady. This training will be geared toward their specific grade level. At least one professional development day each month will be dedicated to collaborate and utilize resources, including online digital support, with their site team in order to meet the academic needs of our students. Decisions regarding intervention opportunities and scheduling will be decided upon with staff input and student needs as the foundation for adjustments and/or additions to the current intervention offerings at Big Bear Elementary School.

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 3	52	34	41	50	33	40	50	33	40	96.2	97.1	97.6
Grade 4	33	45	45	32	42	45	32	42	45	97.0	93.3	100
Grade 5	35	36	46	34	36	46	34	36	46	97.1	100	100
Grade 6	61	38	42	60	38	41	60	38	41	98.4	100	97.6
All Grades	181	153	174	176	149	172	176	149	172	97.2	97.4	98.9

* 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 3	2385.5	2390.8	2399.0	8	21	5.00	18	12	27.50	32	24	27.50	42	42	40.00
Grade 4	2461.3	2414.5	2421.7	22	10	8.89	19	17	20.00	25	24	20.00	34	50	51.11
Grade 5	2445.0	2476.9	2435.3	12	14	2.17	18	19	8.70	12	33	34.78	59	33	54.35
Grade 6	2507.3	2488.6	2478.5	12	5	4.88	25	32	24.39	30	21	29.27	33	42	41.46
All Grades	N/A	N/A	N/A	13	12	5.23	20	20	19.77	26	26	27.91	41	42	47.09

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 3	12	15	15.00	42	36	42.50	46	48	42.50
Grade 4	28	10	15.56	38	40	44.44	34	50	40.00
Grade 5	12	17	4.35	21	31	45.65	68	53	50.00
Grade 6	20	11	12.20	43	37	39.02	37	53	48.78
All Grades	18	13	11.63	38	36	43.02	45	51	45.35

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 3	14	12	7.50	48	30	52.50	38	58	40.00
Grade 4	25	12	11.11	41	40	42.22	34	48	46.67
Grade 5	15	17	6.52	38	42	45.65	47	42	47.83
Grade 6	18	13	9.76	48	42	46.34	33	45	43.90
All Grades	18	13	8.72	45	39	46.51	38	48	44.77

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 3	8	18	12.50	56	48	72.50	36	33	15.00
Grade 4	13	10	6.67	56	69	57.78	31	21	35.56
Grade 5	21	17	2.17	47	53	69.57	32	31	28.26
Grade 6	13	13	4.88	67	66	63.41	20	21	31.71
All Grades	13	14	6.40	58	60	65.70	29	26	27.91

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 3	4	18	12.50	66	42	55.00	30	39	32.50
Grade 4	16	12	15.56	59	40	51.11	25	48	33.33
Grade 5	15	31	4.35	44	53	39.13	41	17	56.52
Grade 6	12	18	12.20	65	63	58.54	23	18	29.27
All Grades	11	19	11.05	60	50	50.58	29	31	38.37

Conclusions based on this data:

1. In 3rd-6th grade 75% of the students did not meet the standard in ELA, indicating possible instructional alignment and test preparedness issues.

2. The cohort trend shows an increase in the percentage of students in each cohort that are not meeting standard as years progress, indicating a possible instructional alignment concern, as well as the possibility that inadequate intervention support is a barrier to student progress.

3. Grades 3 & 4 showed an increase from 2015-16 to 2016-17 in the percentage of students who met standard, indicating a possibility that consistent usage of iReady programming and progress monitoring may be a factor in the increase.

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 3	52	34	41	51	33	40	51	33	40	98.1	97.1	97.6
Grade 4	33	45	46	33	42	46	33	42	46	100.0	93.3	100
Grade 5	35	36	46	34	36	45	34	36	45	97.1	100	97.8
Grade 6	61	38	42	60	38	41	60	38	41	98.4	100	97.6
All Grades	181	153	175	178	149	172	178	149	172	98.3	97.4	98.3

* 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 3	2395.1	2397.0	2390.7	4	9	5.00	24	21	25.00	33	27	30.00	39	42	40.00
Grade 4	2434.8	2418.3	2432.9	12	0	4.35	9	7	19.57	36	52	39.13	42	40	36.96
Grade 5	2438.5	2442.1	2408.2	6	6	0.00	6	14	4.44	29	22	13.33	59	58	82.22
Grade 6	2488.6	2451.9	2461.9	7	5	9.76	25	16	14.63	20	21	19.51	48	58	56.10
All Grades	N/A	N/A	N/A	7	5	4.65	18	14	15.70	29	32	25.58	47	50	54.07

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 3	8	18	20.00	45	27	25.00	47	55	55.00
Grade 4	12	5	10.87	24	33	26.09	64	62	63.04
Grade 5	9	6	2.22	21	19	6.67	71	75	91.11
Grade 6	15	11	7.32	32	24	29.27	53	66	63.41
All Grades	11	9	9.88	32	26	21.51	57	64	68.60

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 3	6	15	12.50	49	42	52.50	45	42	35.00
Grade 4	12	5	13.04	42	52	43.48	45	43	43.48
Grade 5	6	8	4.44	38	31	20.00	56	61	75.56
Grade 6	13	8	12.20	43	32	36.59	43	61	51.22
All Grades	10	9	10.47	44	40	37.79	47	52	51.74

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 3	12	18	5.00	57	48	62.50	31	33	32.50
Grade 4	15	0	8.70	33	45	45.65	52	55	45.65
Grade 5	0	6	2.22	41	31	20.00	59	64	77.78
Grade 6	13	5	12.20	45	58	31.71	42	37	56.10
All Grades	11	7	6.98	46	46	39.53	44	48	53.49

Conclusions based on this data:

1. In 3rd-6th grade 79.65% of the students did not meet the standard in Math, indicating a possible instructional alignment and test preparedness issue.

2. The cohort trend shows an overall increase in the percentage of students in each cohort that are not meeting standard as years progress, indicating a possible instructional alignment concern, as well as the possibility that inadequate intervention support is a barrier to student progress.

3. Grades 3 and 4 show an increase in the percentage of students meeting standard, indicating a tighter alignment to curriculum and best practices that should be examined and possibly duplicated in other grades.

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
K						25			50			25			
1			13	38	40	13	50	40	50	13	20	25			
2		8		18	17	56	35	42	44	47	25			8	
3	11			16	21	36	58	29	27	16	50	27			9
4		24		31	24	31	62	48	46	8	5	15			8
5	8	15	13	77	46	60	8	38	20			7	8		
6	19	10	9	56	30	73	25	50	18					10	
Total	7	11	5	37	29	46	40	41	35	15	16	12	1	2	3

Conclusions based on this data:

1. There was an increase from 29% to 46% of students who scored Early Advanced across the grade levels, indicating the possibility that our designated EL instruction by CELDT level is having a positive impact for our students.
2. Approximately half of our EL students in grades K, 1, and 2 scored at the Intermediate level, indicating that our instructional focus for these students receiving their designated EL inside their regular classroom is appropriate.
3. The majority of the EL students who scored at the beginner level are students in upper grades, indicating that we are receiving students who are older with more limited English skills, and the possibility that we may need to focus intervention in that area more in the future.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	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
K							33	12		33	35		33	53	
1				36	47		45	35		18	18				
2		8		21	17		37	42		42	25			8	
3	9			14	21		59	29		14	50		5		
4		27		27	23		60	45		7	5		7		
5	8	15		77	46		8	38					8		
6	18	10		53	30		24	50					6	10	
Total	5	10		29	26		39	35		18	19		9	10	

Conclusions based on this data:

1. While 2016-2017 data is not available yet, the trend in the two years prior indicate the an increase in the number of our students who performed in the beginning and early intermediate levels of proficiency are our students in primary grades, as well as an increase in the number of the students scoring early advanced and advanced in our intermediate grade levels. This indicates that we should continue to funnel support in foundational skills and interventions towards our primary grade levels to help them advance in their language proficiency.

2. We continue to have higher percentages of upper grade students who perform at the earlier levels of English proficiency, indicating that we receive students with very limited English skills at older ages. We may need to increase our level of newcomer support for these students.

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: English Language Arts
LEA/LCAP GOAL:
This goal supports the District LCAP Goal #1, #2, and #3. Goal #1: Increase percent of students who are on track to graduate college and career ready. Goal#2 Provide an educational setting that is conducive to learning. Goal #3:Increase engagement level of students.
SCHOOL GOAL #1:
By the end of the 2017-2018 school year, the percentage of students in each grade level that meet or exceed standards on the English Language Arts CAASPP Summative Assessment will increase, at minimum, to the state average. The percentage of students in 3rd grade who met or exceeded standard in ELA in 2016-2017 is 32.5%. The 3rd grade goal for 2017-2018 is 51+%. The percentage of students in 4th grade who met or exceeded standard in ELA in 2016-2017 is 28.89% . The 4th grade goal for 2017-2018 is 52+%. The percentage of students in 5th grade who met or exceeded standard in ELA in 2016-2017 is 10.87%. The 5th grade goal for 2017-2018 is 57+%. The percentage of students in 6th grade who met or exceeded standard in ELA in 2016-2017 is 29.27%. The 6th grade goal for 2017-2018 is 56+%. These goals are based on an approximation of a 3% increase in the current year to last year's state averages. Students K-2nd will utilize ESGI and iReady to determine growth and achievement
Data Used to Form this Goal:
3rd-6th grade data will be based on CELDT results, 2016-2017 CAASPP, local assessments/district benchmarks for quarters 2,3, and 4, iReady, and teacher input TK-2nd grade data will be based on CELDT results, local assessments/district benchmarks for quarters 2,3, and 4, iReady, SRI, ESGI, Running Records
Findings from the Analysis of this Data:
By analyzing this data, it was apparent that the adoption in 2017-18 of a district-wide common core curriculum in ELA should help to improve instructional alignment. The quality and rigor of instruction should effectively implement the Common Core State Standards. In addition, baselines need to be established for first quarter to provide an entire school year of data for future goal setting. Based on the results of the 2016-2017 CAASPP Summative Assessment the findings are as follows: CAASPP 2016 ELA data, targeted reading and writing intervention and supports are necessary to achieve our goal. Early intervention with our Title 1 Intervention program will support long term achievement and remediation support. ESGI, Running Records, iReady should be used on a frequent basis to help progress monitor and inform instruction. Test preparedness and alignment needs to be tightened at all grade levels to ensure student growth.

How the School will Evaluate the Progress of this Goal:

Asssessments will be administered with fidelity across tested grade level and the data entered into EADMS. Progress monitoring tools such as :CELDT results, CAASPP, district quarterly benchmarks, iReady, ESGI, Running Records, SRI and teacher input will be used to continually analyze trends, strengths, and weaknesses in order to increase student achievement.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff Collaboration PD Release Time: Substitute coverage for General Education and Special Education teacher collaboration and/or professional development to analyze student academic and discipline data, plan most appropriate instructional strategies to differentiate instructional support, plan and/or develop assessments and units aligned to CCSS, and/or engage in professional development provided by site admin, District Instructional Coaches, fellow teachers, and/or outside specialists.	August 2017-June 2018	Certificated Teachers, Administration	Staff Collaboration/Staff Development	1000-1999: Certificated Personnel Salaries	Title I	1500
The IA will be under the direct supervision of a certificated teacher, offering time in a General Education classroom for ELA and/or ELD, or in the Title 1 classroom for grades TK-6th grade. IA will participate in professional development opportunities at site or district level on research-based instructional strategies and district-adopted programs. IA will attend site based teacher collaboration sessions, when	August 2017-June 2018	Certificated Teachers, Title I Teacher, Instructional Aides, Administration	Instructional Aide Support	2000-2999: Classified Personnel Salaries	Title I	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
necessary. Intervention Specialists, Cross- Age Tutors, Parent Volunteers, and small group instruction will be utilized to reinforce and reteach specific skills.						
Supplemental instructional materials will be purchased to support CCSS ELA lessons/units and the New CA State Standards. Supplies will include items such as: guided reading books, class sets of novels, printing, supplemental skill books, research based online resources, manipulative materials, and materials/resources to support writing and reading skills.	August 2017-June 2018	Certificated teachers, Administration	Instructional Materials Pencil, Crayons, Markers, Classroom Supplies/$250 Each Classroom Teacher	4000-4999: Books And Supplies 0000: Unrestricted	Title I General Fund	500 3,250
Teachers will utilize Ready Common Core consumable workbooks to supplement ELA/ELD New CA State Standards. The books are aligned to the Common Core State standards and provides students with targeted skill practice that supports their grade level ELA standards.	August 2017-June 2018	Certificated Teachers, Title I Interventionist, Title I Instructional Aides, ELD Instructional Aides	Supplemental Reading and Writing Resource See Centralized Expenditures	4000-4999: Books And Supplies	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
English Learners will receive a minimum of 30 minutes per day of English Language Development standards with Designated instruction using approved curriculum and materials. Supplemental materials will be used to enhance the rigor and 21st Century Skills.	August 2017-June 2018	EL Coordinator, ELD Teacher, EL Aides, Certificated Teachers	EL Coordinator/See Centralized Expenditures	1000-1999: Certificated Personnel Salaries	District Funded	
			Instructional Materials	4000-4999: Books And Supplies	Title III	380
Maintain the library for students to utilize as a resource. Purchase license for library software, and order library books for student use.	August 2017-June 2018	Library Clerk, aide, Administration	Purchase license	5000-5999: Services And Other Operating Expenditures	Title I	400
			Additional books	4000-4999: Books And Supplies	Title I	400
Parent and Family Classes/Training opportunities for Digital Learning such as iReady and Reading Counts. Classes/Training also include reading and writing interventions at home to prepare student for college and career for the 21st Century.	August 2017-June 2018	Certificated Teachers, ELD Aide, Site Administration	Family and Community involvement	4000-4999: Books And Supplies	Title I	400
After School Tutoring/Homework Club: Students will be afforded the opportunity to participate in After School Tutoring/Homework Club provided by site-based certificated teachers, designed to supplement the core instruction in ELA and/or English Language Development, and Math. Target students for this program will be identified by English Language	September 2017-June 2018	Certificated Teachers, Site Administration	Extra Duty Hours for Certificated Teachers See Centralized Expenditures	1000-1999: Certificated Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ability as measured by CELDT, iReady, or Quarterly Benchmarks.						
Supplemental Instructional Technology: Additional student accessories/devices/computers/Chromebooks and classroom interactive whiteboards and tools will afford students additional opportunities to supplement core instruction by providing resources to conduct online research, create and present digital presentations, and access school-based computer programs both during the school day and during After School Tutoring/Homework Club. Carts will be used to safely store and charge devices.	August 2017-June 2018	Certificated Teachers, Instructional Aides, Administration	Technology/Accessories /Carts Mintenance	4000-4999: Books And Supplies	LCFF - Supplemental	300
Reading Counts affords students additional access to reading comprehension quizzes through a web-based reading comprehension program to supplement core instruction in reading and to assess student's reading ability.	August 2017-June 2018	Library Clerk, Certificated Teachers, Administration	License for Reading Counts/See Centralized Expenditures	5800: Professional/Consulting Services And Operating Expenditures	District Funded	

Planned Improvements in Student Performance

<u>School Goal #2</u>

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: Mathematics
LEA/LCAP GOAL:
This goal supports the District LCAP Goal #1, #2, and #3. Goal #1: Increase percent of students who are on track to graduate college and career ready. Goal#2 Provide an educational setting that is conducive to learning. Goal #3:Increase engagement level of students.
SCHOOL GOAL #2:
By the end of the 2017-2018 school year, the percentage of students in each grade level that meet or exceed standards on the Mathematics CAASPP Assessment will increase, at minimum, to the state average. The percentage of students in 3rd grade who met or exceeded standard in Math in 2016-2017 is 30%. The 3rd grade goal for 2017-2018 is 54+%. The percentage of students in 4th grade who met or exceeded standard in Math in 2016-2017 is 23.92% . The 4th grade goal for 2017-2018 is 46+%. The percentage of students in 5th grade who met or exceeded standard in Math in 2016-2017 is 4.44%. The 5th grade goal for 2017-2018 is 41+%. The percentage of students in 6th grade who met or exceeded standard in Math in 2016-2017 is 24.39%. The 6th grade goal for 2017-2018 is 43+%. These goals are based on an approximation of a 3% increase in the current year to last year's state averages.   Students K-6th grade will utilize Go Math Unit Assessments and District Benchmarks to determine growth and achievement for the 2017-2018 school year.
Data Used to Form this Goal:
Kinder-6th grade data will be based on Go Math Unit Assessments, 2016-2017 CAASPP (3rd-6th), district benchmarks for quarters 2,3, and 4, and teacher input

Findings from the Analysis of this Data:

Based on CAASPP 2016 Math data, targeted math intervention and supports are necessary to achieve our goal. The new Go Math curriculum supports and frequent monitoring utilizing weekly and unit assessments will guide lessons and interventions that will support student achievement. After school math intervention will support long term achievement and remediation.

How the School will Evaluate the Progress of this Goal:

Asssessments will be administered Kinder-6th grade with fidelity. The data will be entered into EADMS. Progress monitoring tools such as :Go Math Unit Assessments, CAASPP, district quarterly benchmarks, and teacher input will be used to continually analyze trends, strengths, and weaknesses in order to increase student achievement.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff Collaboration PD Release Time: Substitute coverage for General Education and Special Education teacher collaboration and/or professional development to analyze student academic and discipline data, plan most appropriate instructional strategies to differentiate instructional support, plan and/or develop assessments and units aligned to CCSS, and/or engage in professional development provided by site admin, District Instructional Coaches, fellow teachers, and/or outside specialists.	August 2017-June 2018	Certificated Teachers, IA's, Administration	Team Collaboration	1000-1999: Certificated Personnel Salaries	Title I	1000
The IA will be under the direct supervision of a certificated teacher,	August 2017-June 2018	Certificated Teachers,	Instructional Aide Support	2000-2999: Classified Personnel Salaries	Title I	200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
offering time in a General Education classroom for interconnecting Math and ELA. IA's will assist students while they read and write math word problems. IA will participate in professional development opportunities at site or district level on research-based instructional strategies and district-adopted programs. IA will attend site based teacher collaboration sessions, when necessary. Intervention Specialists, Cross-Age Tutors, Parent Volunteers, and small group instruction will be utilized to reinforce and reteach specific skills.		Instructional Aides, Administration				
Supplemental instructional materials will be purchased to support CCSS Math lessons/units and the New CA State Standards. Supplies will include items such as: printing, supplemental skill books, research based online resources, manipulative materials, and materials/resources to support math achievement.	August 2017-June 2018	Certificated Teachers, Administration	Instructional Materials	4000-4999: Books And Supplies	Title I	1200
Parent and Family Classes/Training opportunities for Digital Learning such as Go Math, Khan Academy, and digital math manipulatives. Classes/Training also demonstrate math interventions that can be used at home to prepare student for college and career for the 21st Century.	August 2017-June 2018	Family Members, Certificated Teachers, Instructional Aides, Administration	Family Involvement	4000-4999: Books And Supplies	Title I	400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
After School Tutoring/Homework Club: Students will be afforded the opportunity to participate in After School Tutoring/Homework Club provided by site-based certificated teachers, designed to supplement the core instruction in Math. Target students for this program will be identified by Go Math weekly and unit assessments and quarterly Benchmarks.	August 2017-June 2018	Certificated Teachers, Administration	After School Intervention	1000-1999: Certificated Personnel Salaries	District Funded	
Supplemental Instructional Technology: Additional student accessories/devices/computers/Chromebooks and classroom interactive whiteboards and tools will afford students additional opportunities to supplement core instruction by providing resources to conduct online learning utilizing Go Math, Khan Academy, and digital math manipulatives. Students are able to create and present math word problems and access school-based computer programs both during the school day and during After School Tutoring/Homework Club.	August 2017-June 2018	Certificated Teachers, Administration	Technology/Accessories	4000-4999: Books And Supplies	Title III	500

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: English Learners
LEA/LCAP GOAL:
This goal supports the District LCAP Goal #1, #2, and #3. Goal #1: Increase percent of students who are on track to graduate college and career ready. Goal#2 Provide an educational setting that is conducive to learning. Goal #3:Increase engagement level of students.
SCHOOL GOAL #3:
All English Learners will meet or exceed the current AMO's for English Language Development as measured by the CELDT from 55.8% to 65%. This will increase the percentage of ELL students being redesignated.
Data Used to Form this Goal:
CELDT scores, iReady
Findings from the Analysis of this Data:
Overall CELDT scores states 55.8% made AMAO 1(Making Annual Progress Learning English). 25% of ELL students less than 5 years in program made AMAO 2 (English Proficient on CELDT), and 5 years or more in the program made 48.1% AMAO 2 (English Proficient on CELDT). The target was 52.8%
How the School will Evaluate the Progress of this Goal:
CELDT will be administered annually to all English Learners. Redesignation will increase from 4 to 8 students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
After School Tutoring/Homework Club: Students will be afforded the opportunity to participate in After School Tutoring/Homework Club provided by site-based certificated teachers, designed to supplement the	August 2017-June 2018	ELD Coordinator, Certificated Teachers, Administration	Extra Duty Hours, See Centralized Expenditures	1000-1999: Certificated Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
core instruction in ELA and/or English Language Development, and Math. Target students for this program will be identified by English Language ability as measured by CELDT, iReady, or quarterly Benchmarks.			Extra Duty Hours	1000-1999: Certificated Personnel Salaries	Title III	1000
The ELD Instructional Aides will be under the direct supervision of a certificated teacher, offering time in a General Education classroom for ELA and/or ELD. IA will participate in professional development opportunities at site or district level on research-based instructional strategies and district-adopted programs. IA will attend site based teacher collaboration sessions, when necessary. Intervention Specialists, Cross-Age Tutors, Parent Volunteers, and small group instruction will be utilized to reinforce and reteach specific skills and ELD Standards.	August 2017-June 2018	Certificated Teachers, ELD Site Coordinator, ELD Instructional Aides, Administration	ELD Instructional Aides, PD Planning	2000-2999: Classified Personnel Salaries	Title III	100
English Learners will receive a minimum of 30 minutes per day of English Language Development standards with Designated instruction using approved curriculum and materials. To help support our EL students with their literacy growth, literacy classes and books will be purchased to help support EL families and students.	August 2017-June 2018	ELD Coordinator, Certificated Teachers, ELD Aides, Administrations	ELD Designated Instruction and Materials	4000-4999: Books And Supplies	Title III	2100

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ELAC, Parent and Family Classes and/or Training opportunities in English and Spanish for Digital Learning such as iReady and Reading Counts. Classes/Training also include reading and writing interventions so families can support their child(ren) at home to prepare students for college and career for the 21st Century. School wide activities and opportunities for parents to participate will also be shared.	August 2017-June 2018	ELD Site Coordinator, Certificated Teachers, ELD Aide, Site Administration	Family and Community involvement	4000-4999: Books And Supplies	Title I	100
				4000-4999: Books And Supplies	Title III	200
Supplemental Instructional Technology: Additional student accessories/devices/computers/Chromebooks and classroom interactive whiteboards and tools will afford students additional opportunities to supplement core instruction by providing resources to conduct online research, create and present digital presentations, and access school-based computer programs both during the school day and during After School Tutoring/Homework Club.	August 2017-June 2018	ELD Site Coordinator, ELD Aides, Certificated Teachers, Site Administration	Technology/Accessories /Carts	4000-4999: Books And Supplies	Title III	1000
Reading Counts affords students additional access to reading comprehension quizzes through a web-based reading comprehension program to supplement core instruction in reading and to assess student's reading ability.	August 2017-June 2018	Library Clerk, Certificated Teachers, Administration	Reading Counts Program, See Centralized Expenditures	5800: Professional/Consulting Services And Operating Expenditures	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ELD Coordinator provides additional support with small groups of students targeting ELD/ELA New CA State Standards and supports ELD Aides with professional development.	August 2017-June 2018	ELD Site Coordinator, ELD Aides, Certificated Teachers, Administration	ELD Site Coordinator, See Centralized Expenditures	1000-1999: Certificated Personnel Salaries	District Funded	
Ellevations program will be used to monitor ELL progress and growth to meeting or exceeding the ELD/ELA CA State Standards. Students that will be redesignated will be monitored for academic growth and standards met.	August 2017-June 2018	ELD Site Coordinator, Certificated Teachers, Administration	Ellevations Program	5800: Professional/Consulting Services And Operating Expenditures	Title III	1420
English Learners will be monitored using iReady and Quarterly Benchmark ELA Assessments to analyze academic growth in reading and writing.	August 2017-June 2018	ELL Site Coordinator, IA, Credential Teachers, Administration	iReady ELL Reading Assessments, See Centralized Expenditures	5800: Professional/Consulting Services And Operating Expenditures	District Funded	
Staff Collaboration PD Release Time: Substitute coverage for General Education and Special Education teacher collaboration and/or professional development to analyze student academic and discipline data, plan most appropriate instructional strategies to differentiate instructional support, plan and/or develop assessments and units aligned to CCSS, and/or engage in professional development provided by site admin, District Instructional Coaches, fellow teachers, and/or outside specialists.	August 2017-June 2018		Staff Collaboration	1000-1999: Certificated Personnel Salaries	Title I	500
			Staff Collaboration	1000-1999: Certificated Personnel Salaries	Title III	500

Planned Improvements in Student Performance

<u>School Goal #4</u>

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: Positive Behavior Intervention Strategies (PBIS)
LEA/LCAP GOAL:
This goal supports the District LCAP Goal #1, #2, and #3. Goal #1: Increase percent of students who are on track to graduate college and career ready. Goal#2 Provide an educational setting that is conducive to learning. Goal #3:Increase engagement level of students.
SCHOOL GOAL #4:
All students will have a positive safe and engaging climate. Families will have several opportunities to participate in school achievement and activities. By the end of the 2017-2018 school year, the percentage of student referrals will show an overall decrease from 2016-2017 to 2017-2018 school year.
Data Used to Form this Goal:
PBIS Inventory Survey, SWIS for referrals and suspensions data, All stakeholders School Climate Survey, Monthly incentives and awards
Findings from the Analysis of this Data:
Facilities need to be improved in order to provide an inviting environment All stakeholders need to establish monthly incentives and/or awards to increase student engagement and decrease teacher/office referrals. Establish a baseline of teacher/office referrals, suspension, and expulsion from SWIS data. Establish a baseline for CA Healthy Kid Surveys from 2017-2018 5th graders. Survey ALL stakeholders using a school climate survey twice a year. Surveys will be completed in December and May.
How the School will Evaluate the Progress of this Goal:
Monthly incentives and awards will increase student engagement FIT Report/Williams Act will be reviewed and show improvement from 2016-2017 school year Decrease in Referrals, Suspension, Expulsion data will be monitored through SWIS and Infinite Campus and will support a positive environment that is conducive to learning CA Healthy Kid Survey SWIS report analyzed

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PBIS Continued Implementation: PBIS Team and staff will continue training and professional development through SELPA and peer coaching. The Matrix, Majors and Minors, and positive reinforcement to elicit desired behaviors will be continuously reviewed. Healthy Start Family Advisor will facilitate student groups,manage the SWIS data system, and Check-in/check-out system Office Discipline Referrals (ODR) will be used to track data in SWIS system to identify areas of improvement Continue monthly attendance incentives and programs	August 2017-June 2018	PBIS Team, Certificated and Classified Staff, Healthy Start Family Adviser, Booster Club, Administration				
The PBIS Team will meet quarterly to review the progress of the PBIS implementation. Goals will be set and action plans written to ensure students feels safe at school. In addition, students will be educated on how to utilize appropriate social skills. The Healthy Start Advisor will train peer mediators to deal with conflict resolution. The advisor will also work with small groups of students to model, teach, and role play social skills. Students, staff,and family surveys are used to gather data and track progress of ensuring a safe school climate. The advisor also	August 2017-June 2018	Teachers, PBIS Team, Healthy Start Advisor, School Administration	PBIS Materials and Resources each month for incentives both academic and behavior	4000-4999: Books And Supplies	LCFF - Supplemental	400
			PBIS Materials and Resources each month for incentives both academic and behavior	None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
has a list of foster youth students to work individually and in groups on social skills and provides small group advising. Materials and resources such as printing, posters, staff development materials/books, monthly positive behavior incentives/awards, academic awards will be purchased.						
Staff Collaboration/Training Release Time: Substitute coverage for classified, General Education, and Special Education for teacher collaboration and /or professional development to analyze student academic and discipline data, plan most appropriate instructional strategies to differentiated support, and /or engage in professional development provided by site admin., district coaches, fellow teacher, and /or outside specialists.	August 2017-June 2018	Teachers, Classified, Site Administration	Substitute coverage for release days to collaborate or participate in professional development	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	Title I Title I	1000 200
Provide school to home communication through call-outs, emails, mailings, website, Jupiter Grades and notices. Spanish translation will be provided.	August 2017-June 2018	Principal, teachers, EL Coordinator and aides, secretary	Stakeholder Communication	4000-4999: Books And Supplies	General Fund	500
Actively address areas of need in FIT report. Improve Facilities report by 1% as outlined in FIT Inspection Report Complete quarterly facilities inspection reports	August 2017-June 2018	PBIS Team, M&O, FIT Team, Certificated Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Review and update disaster plan, discipline plans, emergency drill procedures, and safety guidelines with all stakeholders continuously. Safety concerns will be addressed at stakeholder meetings.

Update emergency folders. Review emergency procedures with staff. Teachers review procedures with students. Practice drills on a scheduled basis. | August 2017-June 2018 | PBIS Team, Safety Committee, Secretary, Certificated Teachers, staff, Administration | | | | |
| School Awards, attendance, recognition fieldtrips and assemblies for academic goals, semester awards.

Teachers will track attendance, academic and behavioral progress in the classroom.

 Awards coordinator will plan and work with booster parents to plan certain fieldtrips | August 2017-June 2018 | Bobcat Parents Booster Club, Certificated and Classified Staff, Administration | Incentives/Awards | 4000-4999: Books And Supplies | LCFF - Supplemental | 100 |
| Provide educational field trips for students:

Classroom fieldtrips K-6 $10 per student or more as agreed upon by Booster Club

6th Grade science Camp 4 days fundraising supported by Booster Club and parent donations | August 2017-June 2018 | Bobcat Parents Booster Club, Certificated Teachers, Administration | Field Trips | None Specified | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | 6000 |
| Use morning announcements and | August 2017-June | Principal, Teachers, | | | | |

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
provide opportunities which support positive behavior, anti- bullying, resiliency training, health awareness, etc. Student assemblies/ classroom lessons for anti-bullying and positive behavior, PBIS training for staff and students, Peace Builders,100 Mile Club, morning announcements, Healthy Hearts fundraiser for Heart Association. Provide materials for support above. Units for PBIS Team members	2018	Parent Booster Clubs, Staff, Healthy Start Family Advisor, Food Services				
The Health Clerk will provide health services to maintain and improve ADA while students are at school	August 2017-June 2018	Health Clerk, Secretary, Attendance Clerk, Administration	Health Services	2000-2999: Classified Personnel Salaries	District Funded	
A School Climate Survey for all stakeholders regarding campus safety and a welcoming positive environment Monitoring of student discipline referrals. Monitoring of student and staff absenteeism Healthy Kids Survey and frequent monitoring of student discipline referral utilizing data from SWIS	August 2017-June 2018	Principal, Healthy Start Coordinator, Healthy Start Supervisor, LCAP Intervention Specialist.				
Provide Family School Compact for student safety. Ensure students have returnedrequired signed papers.	August 2017-June 2018	Office Staff, Certificated Teachers,	Parent Handbook	4000-4999: Books And Supplies	General Fund	100

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Compact will be handed to new students when they enroll and returning students during the first week of school along with the student handbook.		Administration				
Healthy Start advisor will help maintain a positive climate and address student concerns as appropriate. The adviser will work with students and be part of the PBIS team. Healthy Start Family Advisor will facilitate student groups,manage the SWIS data system, and Check-in/check-out system	August 2017-June 2018	Healthy Start Coordinator, Principal, Site Healthy Start Family Advisor	Healthy Start Advisor	2000-2999: Classified Personnel Salaries	District Funded	
Quarterly SART and SARB meetings will be held in accordance with Compensatory Ed. Code. The attendance clerk will send letters to parents of students who have poor attendance on a prescribed schedule. The attendance clerk and Risk Management Specialist will coordinate attendance data to determine when to hold and who should attend SART and SARB meetings.	August 2017-June 2018	Healthy Start Advisor, Site Administration, Attendance Clerk	SART/SARB	2000-2999: Classified Personnel Salaries	District Funded	

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: Innovation through Technology and Digital Learning
LEA/LCAP GOAL:
This goal supports the District LCAP Goal #1, #2, and #3. Goal #1: Increase percent of students who are on track to graduate college and career ready. Goal#2 Provide an educational setting that is conducive to learning. Goal #3:Increase engagement level of students.
SCHOOL GOAL #5:
By the end of the 2016-2017 school year, students and staff in grades TK-6th grade will be exposed and have a deep understanding of the International Society for Technology in Education Standards (ISTE) and the 14 Essential Conditions to effectively implement technology for learning. Staff and students will engage in iReady, Go Math On-line, Kahoot, and Google 2.0 Digital Learning in order to build their capacity of digital learning, ISTE Standards, especially, cyber bullying, and the Children's Internet Protection Act (CIPA).
Data Used to Form this Goal:
Staff and students will take an Innovation Through Technology Survey two times a year regarding the ISTE Standards and 14 Essential Conditions to Implement Technology for Learning. The 1st survey will be a baseline percentage that demonstrates their knowledge of the ISTE Standards and the implementation of technology, resources, and digital learning. The 2nd survey will show an increase of 25% in their knowledge and implementation of the ISTE Standards, technology, resources, Google 2.0 on-line tools, and digital learning such as iReady and Go Math On-line.
Findings from the Analysis of this Data:
All certificated staff TK-6th grade have begun the process of being exposed to the ISTE Standards by viewing a presentation about the Children's Internet Protection Act (CIPA) and completing a on-line safety lesson through Common Sense Media at https://www.commonsensemedia.org/educators/erate-teachers. Through a collaborative discussion and a Needs Assessment Survey, the results show that we need to target technology goals in order to increase a variety of intervention and supports that are necessary to achieve our learning goal.
How the School will Evaluate the Progress of this Goal:
The staff will analyze the two Innovation Through Technology Surveys in order to evaluate our progress. Staff will discuss what is going well, what changes do we need to make, and where do we want to go from here.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff Collaboration PD Release Time: Substitute coverage for General Education and Special Education teacher collaboration and/or professional development to analyze student academic and discipline data, 2.0 digital learning and resources, plan most appropriate instructional strategies to differentiate instructional support, plan and/or develop assessments and units aligned to CCSS, and/or engage in professional development provided by site admin, District Instructional Coaches, fellow teachers, and/or outside specialists.	August 2017-June 2018	Certificated and Classified Staff, Administration	Professional Development/Collaboration	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	500
				2000-2999: Classified Personnel Salaries	LCFF - Supplemental	200
The IA will be under the direct supervision of a certificated teacher, offering time in a General Education classroom for ELA and/or ELD, or in the Title 1 classroom for grades TK-6th grade. IA will participate in professional development opportunities at site or district level on research-based instructional strategies and district-adopted programs. IA will attend site based teacher collaboration sessions, when necessary. Intervention Specialists, Cross-Age Tutors, Parent Volunteers, and small group instruction will be utilized to reinforce and reteach specific skills.	August 2017-June 2018	Certificated and Classified Staff, Title 1 Interventionist, Administration	Instructional Aides	2000-2999: Classified Personnel Salaries	District Funded	
Parent and Family Classes/Training opportunities for Digital Learning such as iReady and Reading Counts.	August 2017-June 2018	Certificated and Classified Staff, Title 1 Interventionist	Family Involvement	4000-4999: Books And Supplies	Title I	100

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Classes/Training also include reading and writing interventions at home to prepare student for college and career for the 21st Century.		Administration				
After School Tutoring/Homework Club: Students will be afforded the opportunity to participate in After School Tutoring/Homework Club provided by site-based certificated teachers, designed to supplement the core instruction in ELA and/or English Language Development, and Math. Target students for this program will be identified by English Language ability as measured by CELDT, iReady, Go Math On-line Assessments, or quarterly Benchmarks.	August 2017-June 2018	Certificated Staff, Title 1 Interventionist	After School Intervention	1000-1999: Certificated Personnel Salaries	District Funded	
During Staff Meetings and Professional Development Thursday, staff members will be exposed to various digital on-line resources that they may implement in the classroom.	August 2017-June 2018	Certificated and Classified Staff, Administration	Professional Development	4000-4999: Books And Supplies	General Fund	300
Supplemental Instructional Technology: Additional student accessories/devices/computers/Chromebooks and classroom interactive whiteboards and tools will afford students additional opportunities to supplement core instruction by providing resources to conduct online research, create and present digital presentations, and access school-based computer programs both during the school day and during	August 2017-June 2018	Certificated Teachers, Instructional Aides, Administration	Technology/Accessories	4000-4999: Books And Supplies	LCFF - Supplemental	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
After School Tutoring/Homework Club.						
Reading Counts affords students additional access to reading comprehension quizzes through a web-based reading comprehension program to supplement core instruction in reading and to assess student's reading ability.	August 2017-June 2018	Library Clerk, Certificated Teachers, Administration	License for Reading Counts	5800: Professional/Consulting Services And Operating Expenditures	District Funded	
Continue to integrate STEM lessons TK-6th grade as we increase our capacity for innovation through technology	August 2017-June 2018	Certificated teachers, Classified staff, Admin	STEM Lessons			

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 Planned Improvements in Student Performance in both English Language Arts and
SCHOOL GOAL #1:
By the end of the 2017/2018 school year, the percentage of students that meet or exceed standards on the English Language Arts CAASPP Summative Assessment will increase by the following from 2017 to 2018: 3rd grade: from 44% to 48% 4th grade: from 38% to 48% 5th grade: from 33% to 43% 6th grade: from 43% to 48% By the end of the 2017/2018 school year, the percentage of students that meet or exceed standards on the Mathematics CAASPP Summative Assessment will increase by the following from 2017 to 2018: 3rd grade: from 44% to 48% 4th grade: from 26% to 46% 5th grade: from 15% to 32% 6th grade: from 32% to 36%

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development in ELA/math: **(total allocation is for all seven schools)**	2017-2018	Executive Director of Educational Services	Wonders Training (new English Language Arts adoption); Continued training in Go Math;	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	120,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Elementary Curriculum Support (Total allocation is for all four elementary schools)	2017-2018	Executive Director of Educational Services	Curriculum Support for quarterly grade level planning and articulation meetings	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Proficiency
SCHOOL GOAL #2:
Increase the % of students attaining English Proficient Level (AMAO2 <5 years) from 25.6% (2015) to 30%. Increase the % of students attaining English Proficient Level (AMAO2 >5 years) from 78.8% (2015) to 80%. Increase the % of students making progress toward English Proficiency (AMAO1) from 65% (2015) to 70%. Increase % of English Learner students being reclassified from 10.4% (2017) to 12%.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
Purchase of ELLevation tracking software to monitor current English Learners and Redesignated English Learners (RFEP).	November, 2017 and on-going	Executive Director of Educational Services; District EL Coordinator; Site Coordinators	Ellevation software will track English Learner and Redesignated English Learners progress over multiple years to provide longitudinal data and district level reports	5000-5999: Services And Other Operating Expenditures	Title III	8990

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Professional Development aligned with California Content Standards to facilitate the
SCHOOL GOAL #3:
Teachers will participate in California Content Standards professional development related to English Language Arts, Mathematics and Next Generation Science Standards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development will be provided as we continue to implement newly purchased California Content Standard aligned Math and English Language Arts curriculum. In addition, we will be piloting Next Generation Science Standards curriculum throughout the district in various grade levels while providing professional development related to the implementation of these standards. (Allocation is district wide.)	2017-2018	Executive Director of Educational Services	Continued professional development will be offered in the areas of math, language arts, and the Next Generation Science Standards to support teachers in their implementation of California Content Standard aligned curriculum.	5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	120000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Title I schools.
SCHOOL GOAL #4:
Maintain support for academic growth for Title I students through the purchase of district wide support materials and professional development for teachers, parent involvement, and additional costs.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide support for Program Improvement schools and Title I students throughout the district via continued professional development, parent involvement, and additional costs.(Total allocation for all Title I schools: Big Bear Elementary, Baldwin Lane Elementary, North Shore Elementary, Big Bear Middle School, Chautauqua High School)	2017-2018	Executive Director of Educational Services	10% for Professional Development	5000-5999: Services And Other Operating Expenditures	Title I Part A: Professional Development (PI Schools)	42,209
			Culture of Poverty Training: Training of teachers in working with students in and out of the classroom whom come from a culture of poverty.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Professional Development (PI Schools)	
			Additional professional development and support offered in math and English Language Arts.	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Professional Development (PI Schools)	

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
General Fund	4,150.00
LCFF - Supplemental	2,000.00
Parent Teacher Association/Parent Faculty Club	6,400.00
Title I	8,400.00
Title III	7,200.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	3,250.00
1000-1999: Certificated Personnel Salaries	6,000.00
2000-2999: Classified Personnel Salaries	1,200.00
4000-4999: Books And Supplies	9,480.00
5000-5999: Services And Other Operating Expenditures	400.00
5800: Professional/Consulting Services And Operating	1,420.00
None Specified	6,400.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0000: Unrestricted	General Fund	3,250.00
4000-4999: Books And Supplies	General Fund	900.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	500.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	200.00
4000-4999: Books And Supplies	LCFF - Supplemental	1,300.00
None Specified	Parent Teacher Association/Parent Faculty	6,400.00
1000-1999: Certificated Personnel Salaries	Title I	4,000.00
2000-2999: Classified Personnel Salaries	Title I	900.00
4000-4999: Books And Supplies	Title I	3,100.00
5000-5999: Services And Other Operating	Title I	400.00
1000-1999: Certificated Personnel Salaries	Title III	1,500.00
2000-2999: Classified Personnel Salaries	Title III	100.00
4000-4999: Books And Supplies	Title III	4,180.00
5800: Professional/Consulting Services And	Title III	1,420.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	7,630.00
Goal 2	3,300.00
Goal 3	6,920.00
Goal 4	8,700.00
Goal 5	1,600.00

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
Jeanette Haston	X				
Elizabeth Selk		X			
Lyndsie Baumgarten		X			
Dottie Jaeger		X			
Karla Palacios			X		
Faith Dumont				X	
Carol Cervantes				X	
Mindy Vermilion				X	
Alma Hernandez				X	
Anallely Pedroza				X	
Numbers of members of each category:	**1**	**3**	**1**	**5**	

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.

Parent Involvement Policy

Bear Valley USD
Board Policy
Parent Involvement

BP 6020
Instruction

The Board of Trustees recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

In order to engage parents/guardians positively in their children's education, the Superintendent or designee shall ensure that staff members at each school:

1.   Help parents/guardians develop parenting skills and provide home environments that support their children's academic efforts and their development as responsible members of society

2.   Inform parents/guardians that they can directly affect the success of their children's learning and provide them techniques and strategies that they may use to improve their children's academic success and help their children in learning at home

(cf. 6154 - Homework/Make-Up Work)

3.   Initiate consistent and effective two-way communication between the home and school so that parents/guardians may know when and how to help their children in support of classroom learning activities

(cf. 5124 - Communication with Parents/Guardians)
(cf. 5145.6 - Parental Notifications)

4.   Receive training that fosters effective and culturally sensitive communication with the home, including training on how to communicate with non-English speakers and how to give parents/guardians opportunities to assist in the instructional process both at school and at home

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

5.   Encourage parents/guardians to serve as volunteers in the schools, attend student performances and school meetings, and participate in site councils, advisory councils and other activities in which they may undertake governance, advisory and advocacy roles

(cf. 0420 - School Plans/Site Councils)
(cf. 0420.1 - School-Based Program Coordination)
(cf. 0420.5 - School-Based Decision Making)
(cf. 1220 - Citizen Advisory Committees)
(cf. 1240 - Volunteer Assistance)
(cf. 1250 - Visitors/Outsiders)
(cf. 6171 - Title I Programs)

School plans shall delineate specific measures that shall be taken to increase parental involvement with their children's education, including measures designed to involve parents/guardians with cultural, language or other barriers which may inhibit such participation.

Legal Reference:
EDUCATION CODE
11500-11506 Programs to encourage parental involvement

LABOR CODE
230.8 Time off to visit child's school

Management Resources:
CDE PROGRAM ADVISORIES
0928.90 Guidelines for the development of policies on parent involvement, SPB: 90/91-3
SBE POLICIES
Parent Involvement in the Education of Their Children, 1994

Policy   BEAR VALLEY UNIFIED SCHOOL DISTRICT
adopted: September 20, 2007   Big Bear Lake, California

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)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 October 30, 2017.

Attested:

Jeanette Haston	_Jeanette Haston_	10/30/17
Typed Name of School Principal	Signature of School Principal	Date
Mindy Vermilion	_MV___	10/30/17
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date