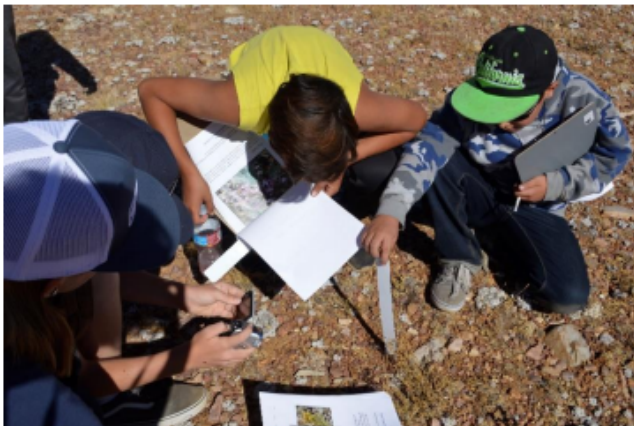


SINGLE PLAN FOR STUDENT ACHIEVEMENT

FOR
2017-2018

Big Bear High School



Contact Information:
Tina Fulmer, Principal
Tina_Fulmer@bearvalleyusd.org
351 Maple Lane
Big Bear City, CA 92314
(909) 585-6892

The Single Plan for Student Achievement

School: Big Bear High School
CDS Code: 36676373631066
District: Bear Valley Unified School District
Principal: Tina Fulmer
Revision Date: 9/27/17

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: Tina Fulmer
Position: Principal
Phone Number: (909) 585-6892
Address: 351 Maple Lane
Big Bear City, CA 92314
E-mail Address: tina_fulmer@bearvalleyusd.org

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

Table of Contents

School Vision and Mission	4
School Profile.....	5
Comprehensive Needs Assessment Components	7
Data Analysis	7
Surveys	7
Classroom Observations.....	8
Analysis of Current Instructional Program	9
Description of Barriers and Related School Goals	14
School and Student Performance Data	17
CAASPP Results (All Students)	17
CELDT (Annual Assessment) Results.....	21
CELDT (All Assessment) Results.....	22
Planned Improvements in Student Performance	23
School Goal #1.....	23
School Goal #2.....	29
School Goal #3.....	35
Centralized Services for Planned Improvements in Student Performance	41
Centralized Service Goal #1	41
Centralized Service Goal #2.....	42
Centralized Service Goal #3.....	43
Summary of Expenditures in this Plan.....	44
Total Allocations and Expenditures by Funding Source	44
Total Expenditures by Goal	45
School Site Council Membership.....	46
Recommendations and Assurances.....	47
Parent Involvement Policy.....	48

School Vision and Mission

Big Bear High School's Vision and Mission Statements

Big Bear High School will be a safe learning environment in which education takes place for the value of learning and where students and teachers work together towards common goals. At Big Bear High School, the unique talents and abilities of each individual are honored and respected.

We believe in obtaining the highest levels of academic, social, and emotional growth for all students by:

- Ensuring that OUR HOUSE is a welcoming place, providing a nurturing learning environment that ensures physical and emotional safety
- Respecting each other's gifts and diversity in an effort to strive for unity in our school and community
- Enhancing self-esteem and self-respect through achievement
- Creating an environment where teamwork and collaboration thrive
- Challenging and preparing our students to be the best they can be
- Creating a supportive partnership between our parents and school community where we share responsibility for students' academic and emotional growth that will last not just in school, but throughout life
- Developing a district culture in which trust, kindness, honesty, and open communication are valued and practiced daily

Schoolwide Learner Outcomes

Upon graduation, BBHS students will be able to:

1. Read with comprehension, write with clarity, speak with confidence, and listen actively in all subject areas. Work collaboratively, cooperatively, and independently.
2. Demonstrate critical thinking through problem solving, analysis, and perseverance. Use a combination of research, logic, data, creativity, and mathematical reasoning to arrive at solutions.
3. Achieve workplace knowledge, skills, expectations and ethics that promote career success and lifelong learning. Use technology efficiently, intelligently, and ethically to enhance education.
4. Appreciate and participate in the arts through experiences and self-expression.
5. Exhibit good citizenship and show personal responsibility. Respect the rights, abilities, and diversity of others while working towards building a better community at school and beyond.

District Slogan

"Educate-Inspire-Prepare"

District Mission

It is the mission of 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

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

District Core Value

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 innovating and continuously strive to learn and improve.

Growth Mindsets and Grit

High expectations and perseverance are keys to success.

Collaboration and Partnerships

Working together, in collaboration and partnership, we make a difference for students.

School Profile

Our House

"Our House" and the "Ohana" is the tradition and philosophy of our school. Both represent the belief that all students, staff, and parents of Big Bear High School operate as a family, caring for and respecting one another. It is important for all members of Big Bear High School to feel that this is truly a place where each individual is valued and respected. It also allows us to celebrate the diversity of our student body. We have "Ohana" on our spirit wear, in our halls, on banners, and on any

items we send out to other schools or communities. Big Bear High School, established in 1926, is the only comprehensive high school in the Bear Valley Unified School District, which serves the city of Big Bear Lake, Big Bear City, and surrounding communities in the picturesque Big Bear Valley. A core academic program is provided to all students attending a modified year-round school calendar.

Big Bear High School student/teacher ratio in academic classes vary. The average class size in English is 30 to 1, in math 24 to 1, in science 27 to 1, in social studies 29 to 1, in foreign language 27 to 1, and in physical education 49 to 1. The advanced placement classes have an average of 21 students to 1 teacher. This information was gathered the first quarter of the 2017-2018 school year.

Current graduation requirements for the students at Big Bear High School are aligned with state requirements and include 4 years of English, 3 years combined of Science - Earth, Life and Physical or Biology, Chemistry and Physics, 3 years of mathematics including Integrated Math I, 3 years of Social Science - World History, U.S. History, Government/Economics, 2 years Physical Education, 1 year Fine Arts or Foreign Language, ½ year Freshman Studies B, and 55 units of elective courses are necessary in order to meet the 220 unit graduation requirements.

WASC ACCREDITATION HISTORY FOR BIG BEAR HIGH SCHOOL

The last visit for accreditation was in spring of 2017 and BBHS was given a 6-year accreditation with a two-day revisit.

Site Description

Student Demographics

**Student Demographic
by Ethnicity**

Student Subgroup	2014-15	2015-16	2016-17
American Indian or Alaska Native	7 (0.9%)	5 (0.7%)	4 (0.6%)
Asian	9 (1.2%)	8 (1.1%)	8 (1.1%)
Pacific Islander	2 (0.3%)	1 (0.1%)	1 (0.1%)
Filipino	0 (0.0%)	0 (0.0%)	0 (0.0%)
Hispanic or Latino	256 (33.8%)	249 (35.6%)	252 (34.8%)
African American	10 (1.3%)	12 (1.7%)	12 (1.7%)
White (not Hispanic)	450 (59.4%)	410 (58.6%)	430 (59.3%)
Multiple or No Response	7 (0.9%)	0 (0.0%)	0 (0.0%)
Total Enrollment	758	700	725

**Students Receiving Free or
Reduced Price Meals**

	2015-16	2016-17
Number	439	437
Percent	61	60.2

Parent Education Level

# Responses	2015-16	2016-17
Post Graduate	70	84
College Graduate	112	132
Some College	238	261
HS Diploma	188	206
Not HS Graduate	106	52

Enrollment

School Enrollment Trends

Grades	2014-15	2015-16	2016-17
TK			
K	0	0	
1	0	0	
2	0	0	
3	0	0	
4	0	0	
5	0	0	
6	0	0	
7	0	0	
8	0	0	
9	200	180	189
10	208	191	183
11	160	183	183
12	190	146	170

Staffing and Teacher Credentials

Teachers	School			District		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
With Full Credential	30	29	31	97	98	115
Without Full Credential	0	0	1	11	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).

Youth Truth Survey 2016-2017 - 696 of 725 students responded to 6 sections of the student survey:

1. **Student Engagement:** 82% of students responding believe they try their best at school. Only 45% reported that they enjoy coming to school most of the time. Only 37% of students responded that what they learn in class helps them outside of school. 64% of students take pride in their school work.
2. **Academic Rigor:** 83% believe that they have to work hard to get a good grade while only 59% believe that the work that they do makes them really think.
3. **Relationship with Teachers:** Students believe that 83% of their teachers think they can get a good grade if they try. Only 31% believe that teachers connect what they are learning to their life outside of school.
4. **Relationship with Peers:** 43% really feel like a part of their school's community. 61% felt that most students at this school are friendly to them.
5. **School Culture:** Students did not rate highly as only 42% believed discipline in this school is fair. 43% believe that students treat adults with respect while 67% believe that adults treat students with respect.
6. **College and Career Readiness:** 54% of students believe that school helped develop the skills and knowledge they will need for college-level classes and 30% believe that school helped them figure out which careers match their interests and abilities.

Analysis of the Youth Truth data based on above statements: Most students take pride in their school work and believe they try their best and work hard for their grade. Few students responded that what they learn in class helps them outside of school. A majority of the students felt that most students are friendly and that adults treat students with respect. The area that is of concern is the College and Career Readiness section. Very few of the students believed that school helped them figure out which careers match their interests and abilities. Some students believed that school helped develop the skills and knowledge they will need for college-level classes. This is an area of focus on our action plan and we are hoping that the implementation of AVID and the use of "Career Cruising" will increase this data.

Parent Survey Results: 2016-2017 - Parents' Response options were as follows:

1. **How well do the activities and courses offered at your child's school match his or her interests?** A. Not well at all (3%) B. Mildly well (3%) C. Fairly well (31%) D. Quite well (38%) E. Extremely well (25%)
2. **How well do the teaching styles of your child's teachers match your child's learning style?** A. Not well at all (3%) B. Mildly well (9%) C. Fairly well (38%) D. Quite well (31%) E. Extremely well (19%)
3. **How much effort does your child put into school-related tasks?** A. Almost no effort (0%) B. Little bit of effort (3%) C. Some effort (9%) D. Quite a bit of effort (44%) E. Tremendous amount of effort (44%)
4. **How much of a sense of belonging does your child feel at school?** A. No belonging (0%) B. Little belonging (6%) C. Some belonging (26%) D. Quite a bit of belonging (16%) E. Tremendous belonging (52%)
5. **How well do you feel your child's school is preparing him or her for college and career?** A. Not well at all (10%) B. Mildly well (6%) C. Fairly well (16%) D. Quite well (48%) E. Extremely well (19%)
6. **How frequently do you communicate with your child's teachers?** A. Not at all (13%) B. Little bit (23%) C. Somewhat (26%) D. Quite a bit (32%) E. Tremendous amount (6%)
7. **How much respect do you think the teachers at your child's school have for the children?** A. Almost no respect (0%) B. Little bit of respect (3%) C. Some respect (32%) D. Quite a bit of respect (32%) E. Tremendous amount of respect (32%)
8. **How motivating are the classroom lessons at your child's school?** A. Not at all (6%) B. Slightly (16%) C. Somewhat (32%) D. Quite (32%) E. Extremely (13%)
9. **How much does the school value diversity of children's backgrounds?** A. Not at all (13%) B. A little bit (10%) C. Some (23%) D. Quite a bit (27%) E. Tremendous amount (27%)
10. **How fair or unfair is the school's system of evaluating children?** A. Very Unfair (6%) B. Slightly Unfair (3%) C. Neither fair nor unfair (29%) D. Slightly Fair (6%) E. Somewhat Fair (23%) F. Very Fair (32%)
11. **How often do you work with your student on classroom assignments?** A. Very often (3%) B. Often (29%) C. Not very often (52%) D. Never (16%)
12. **How aware are you of the activities or clubs available at your child's school?** A. Very aware (53%) B. Somewhat aware (9%) C. Aware (22%) D. Not very aware (16%) E. Not aware at all (0%)
13. **How aware are you of tutoring opportunities or intervention for your child at BBHS?** A. Very Aware (29%) B. Somewhat aware (28%) C. Aware (13%) D. Not very aware (22%) E. Not aware at all (16%)

14. **How aware are you of your student's academic and citizenship grade at BBHS?** A. *Very aware (81%)* B. *Aware (19%)* C. *Not at all aware (0%)*

Analysis of Parent Survey: These results should be interpreted with caution due to the small sample. Of the 32 parents responding, 67% believe students receive a rigorous curriculum that will prepare them for college and career. Eighty-eight percent of parents responding were confident and felt that their student put great effort into achieving in school. Seventy-seven percent of the parents responding felt that the lessons were motivating and engaging. Overall parents felt the teacher's instructional styles matched their child's learning. Parents feel that their student has a sense of belonging at our school and believe that they have some connectedness to the school. The parents felt that they needed to communicate with teachers and staff often. Parents responding felt that their students were well respected by their teachers. The communication with parents showed that 100% were aware of each student's academic and citizenship grade and were aware of clubs and activities at school. Although 70% of parents were aware to very aware of the intervention and tutoring opportunities, individual parent's comments requested additional tutoring opportunities for students.

Staff Survey 2016-2017

1. How easy is it to get the resources you need to perform your job at BBHS? **45.15% said Somewhat easy**
2. How safe do you feel working at this school? **48.39% said very**
3. **safe**
4. How effectively does the administration communicate with staff/teachers? **33.33% said effectively**
5. How much support do the parents with children at this school give to the teaching staff? **61.13% said a moderate amount**
6. How reasonable are the expectations for students achievement at this school? **51.61% said very reasonably**
7. How well do teachers at this school collaborate with each other? **43.33% said somewhat well**
8. How much attention does this school give to your professional growth? **30.00 % said a little**
9. Overall, are you satisfied with the working experience at this school, neither satisfied nor dissatisfied with it, or dissatisfied with it? **41.94% said moderately satisfied/32.26 % said extremely satisfied**
10. I feel completely involved in my work. **66.67% said Agree / 20% Strongly Agree**
11. The staff at BBHS cooperate and take the initiative to help each other. **56.67 % said Agree/ 20% Strongly Agree**
12. I am determined to give my best effort at work each day. **60% said Strongly Agree/ 36.67 % Agree**
13. I am satisfied with my overall compensation. **50% agreed**
14. Our entire staff at BBHS works well as a team to promote student success. **63.33% Agreed**
15. Employees treat each other with respect. **53.33% Agree / 23.22% Strongly Agree**
16. Employees at BBHS treat Students with respect. **63.33% Agree / 23.33 % Strongly Agree**
17. Our Campus is clean and well maintained. **50% Agreed**
18. I go out of my way to contribute to a positive climate at BBHS. **65.52% Agree / 24.14 % Strongly Agree**
19. I am satisfied with our school calendar year and the timing of our breaks. **53.33% Strong Agree / 30% Agree**
20. I am satisfied with the time school begins and ends in the day. **33.33% Agree / 26.67% Strongly Agree**

Analysis of Staff Survey: Overall, teachers at BBHS feel that students' educational needs are being met in challenging classes that are effectively taught in accordance with the state standards. Teachers have high expectations for students and are available to help students outside of class time. They believe the school is a safe and orderly place to work. However, there is concern about the lack of adequate remediation/intervention opportunities during the academic school day. Teachers also feel the need for more time specifically allocated to collaboration and teaching preparation.

Classroom Observations

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

Classroom observations have been conducted by administrators and district administration. Site Administrators strive to get into classrooms weekly for informal observations. The evaluation process consists of two formal observations for tenure teachers every two years and annually for our probationary teachers. Some areas administration look for is effective first teaching practices-modeling, guided practice, independent practice, checking for understanding, assessments, feedback, student talk and productive collaboration. During these visits it has been observed that teachers enjoy teaching their content and students are engaged in class and there are innovative techniques being used. The teachers focus on the 4 C's, Collaboration, Communication, Critical

Thinking and Creativity. There is an increase in the use of computers for instructional purposes and increased usage of Infinite Campus and websites. All core classes are 1 to 1 device to student ratio, and it is evident that students are using the devices for assignments such as Google docs and Haiku. Seventy-five percent of the teachers use a device daily in their classroom for instruction, research and/or for collaboration amongst the students. In addition, it has been observed that objectives are aligned to content standards; however, there is a need for increased student involvement and participation throughout lessons. The recommendation from the 2017 WASC Visiting Committee states that there needs to be increased use of school-wide data to monitor, to analyze, to evaluate, and to inform program decisions, instruction and student improvement and our Math and English department will use EADMS for quarterly local assessments to monitor instruction. There are signs posted in classrooms that specify A-G requirements to inspire students to prepare for college, college posters and pennants are displayed in classrooms.

Analysis of Current Instructional Program

Standards, Assessment, and Accountability

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

California Assessment of Student Performance (CAASPP):

The data

indicates that BBHS is making significant progress in ELA. The department made a goal for 2015-2016 to reach 51% of the students to "meet or exceed" standard. The goal was exceeded and 55% of the 11th grade students were "meeting and exceeding" standard. Although the students met the goal, the English Department further analyzed the data and concluded that they need to improve students' performance in listening and effective communication skills. The data revealed that the percentage of students scoring above standard increased from 13% to 19% in these two areas over our 2015-2016 scores. We currently have 67% of our students at or near standard in these areas. We plan to increase the number of students with scores that are above standard. We plan to achieve this by including more listening, speaking activities, and informational text in our curriculum. We will use podcasts and material from the *Collections* textbook to improve students' listening and communications skills. We are closing in on the state average and plan to meet the state average of 60% by next year. We are at 55.36% which exceeds the county average of 53%. We will focus on Local Assessments that are the same level of rigor as questions on the CAASPP to improve our students' performance and focus on those students that are at the "At or Near Standard". The issuing of practice tests last year improved our students' performance on CAASPP and assisted students with answering questions that were more complex. We will continue using this practice.

The data indicate that BBHS is making steady progress in Math. The department went from 24% meeting and exceeding standard in 2015-2016 to 28% meeting and exceeding standard in 2016-2017. Although there was an increase, we did not make the goal of 34% meeting or exceeding standard. From 2014-2015 to 2016-2017 the overall achievement for all students has increased from 19% who met or exceeded standards to 28% of the students who met or exceed standards. For the CAASPP Claim, *Problem Solving & modeling/Data Analysis; Using appropriate tools and strategies to solve real world and mathematical problems* students' scores indicate a need for additional support. We need to focus on the students that are "at or near standard" because we have 42% of our students in this category. We have also noticed that the percentage of students in the below standard area has increased over the past three years. We need to focus on "Applying Mathematical Concepts and Procedures" because we have 57% of the students below standard.

California English Language Development (CELDT):

BBHS staff test less than 1% of students for initial CELDT Testing, therefore, there is no data for Initial and Annual

combined results. CELDT is used to determine language proficiency of English Learners as well as to determine their placement level into English Language Development (ELD) courses. This data is also used to monitor student progress in the English Language Development (ELD) program and for re-designation purposes among students.

Classroom teachers also consider this information as they plan their lessons to better meet the needs of English Learners. Data from California English Language Development Test (CELDT) and local formative and summative assessments are used to place students in appropriate level English Language Development (ELD) English Courses. Students not performing well, below grade level, or at level 1, 2, or 3 on the CELDT are placed in the appropriate courses. BBHS is consistently meeting our goals for AMAO 1 by progressing in our CELDT levels and we continue to make progress with consistent English Learner Development Instruction. There is a need to be more consistent in moving students from Early Advanced to Advanced by explicitly teaching Academic Vocabulary within their Speaking and Writing Domains. Due to the drop in EL enrollment and RFEP, top scores in Advanced or Early Advanced might decrease. We will use integrated strategies from our new ELA/ELD curriculum "Collections and English 3D" in the regular English classes and English Language Development to assist in moving students to be reclassified to proficient in English. Currently, there were 29% of the students are at the Advanced Level, 41% of the students are at the Early Advanced Level, 25% of the students are at the Intermediate Level, and 6% of the students are at Early Intermediate/Beginning level.

AP (Advanced Placement Exams):

BBHS results for the Advanced Placement Exams are as follows (Passing Rates): AP English passing rate decreased from 80% to 64%; however the number of students taking the test increased from 10 to 22, a one hundred and twenty percent increase. AP US History passing rate increased from 47% to 71% with an increase from 19 students taking the test to 24 students taking the test. AP Calculus AB passing rate decreased from 40% to 38% with a decrease from 15 to 13 students taking the test. AP Statistics passing rate increased from 50% to 92% with an increase from 8 to 12 students taking the test., AP Biology passing rate increased from 50% to 80% with an increase from 12 to 15 students taking the test. AP Physics passing rate increased from 27% to 53% with an increase from 11 students to 17 students taking the test. AP Spanish passing rate decreased from 88% to 78% with a decrease from 24 to 18 students taking the test in 2017. In conclusion, we had significantly higher enrollment in AP classes from 2015-2016 (99 students) to 2016-2017 (121 students) which is a 22% increase in the number of students enrolled in 2016-2017 and taking AP exams.

EADMS (Local Assessments):

EADMS enables teachers to deliver common standards-aligned tests and provides them with tools to analyze results for individualization in the classroom. This data drives communication among teachers during department/subgroup meetings. BBHS utilizes EADMS as a tool for gathering assessment data in addition to developing and implementing standards-based local formative and summative assessments. Staff worked in department meetings and collaborative team meetings to develop local assessments in English and math core subject areas at the beginning of 2016-2017. These local assessments are designed to assist and identify strengths as well as areas of concern. Curriculum and instruction practices are modified and re-teaching is taking place when areas of concern are identified.

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

Departments and collaborative teams (course-alike groups) develop and administer common summative assessments. These teams are also beginning to use common formative assessments. Teams meet during our assigned late starts to discuss strategies, assessments, and modifications to instruction. They also have one department meeting a month to collaborate about best practices and how to better serve our students.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff

Big Bear High School students are instructed by highly qualified credentialed teachers. The Bear Valley Unified School District continues to provide a variety of incentives to attract the highest quality teachers. New teachers are enrolled in a comprehensive Induction program through the Center for Teacher Innovation. Each new teacher is assigned an experienced teacher as an induction coach for two years who meets with the new teacher weekly as a support person.

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

BBHS has 38 BVEA and CTE Credentialed teachers on campus. All of our teachers are credentialed and have access to both voluntary and mandatory professional development on a regular basis.

The teachers that are in the induction program have access to professional development on a regular basis along with an induction coach.

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

The focus of staff/professional development activities are centered on late start meetings and the focus is on California Content Standards instruction and assessment in every core academic course. Departments work collaboratively in all areas; special education staff and core academic staff collaborate to identify and ensure all Individual Educational Program (IEP) goals and objectives are met. There is district support, materials, and training for instructors.

Professional Development days, administrative meetings, leadership team meetings, advisory meetings, collaborative team meetings, and department meetings are planned to allow teachers the opportunity to identify the most effective methods for improving student achievement. Administrators and teachers analyze the results of standardized tests and identify areas needing improvement. The results are considered when determining developments necessary to meet the needs of students. Core departments use common assessments to determine student progress. The results of common assessments drive instruction by identifying areas for student improvement. Professional development training is designed to meet student needs based upon current data. Release time is provided for teachers to gather information from workshops and training.

The math curriculum "*Big Ideas*" provides math resources to improve instruction and provided extensive professional development. 100% of the Math teachers were in attendance for the "*Big Ideas*" training. Support is provided to math teachers allowing teachers to focus on pedagogy associated with Math I, Math II and Math III. This year we added a math support class and after-school tutoring. Summer School was also offered for credit recovery in mathematics. The English Department adopted a new textbook "*Collections*", by publisher Houghton Mifflin Harcourt. 100% of our English teachers were in the trainings that Houghton Mifflin Harcourt offered with the adoption. There is ongoing training as we implement the Next Generation Science Standards.

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

At Big Bear High School, teachers work with administration to plan professional development. Executive Director of Educational Services, Dr. Lisa Waner, provides support when necessary.

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

Teachers have collaboration time embedded into the district calendar. Late starts are provided two days a month. In addition to the late starts, the Advisory Team (Department Chairs) meets once a month. Staff meetings are held once a month.

Teaching and Learning

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

Curriculum alignment is an ongoing process and is being supported through departmental meetings in each academic discipline. Staff is mapping curriculum vertically and horizontally and implementing standards-based instruction and assessment practices. Additionally, staff is utilizing EADMS to identify academic areas of strength and concerns based on standardized assessment data and are implementing a series of standard-based benchmark assessments in core academic subjects.

English:

- Collections., HMH

Social Studies:

- Modern World History – The Human Journey; Holt, Rinehart and Winston
- American Anthem – Modern American History; Holt, Rinehart and Winston
- America’s History – Eighth Edition; Bedford St. Martin’s (Strive for a 5; Bedford St. Martin’s and AP U.S. Crash Course; REA – use as supplemental materials)
- 2006 Magruder’s American Government; Prentice Hall
- American Government Tenth Edition (AP Edition – Honors); Houghton Mifflin
- Economics Principles & Practices; McGraw Hill Glencoe

Math:

- Big Ideas Math Integrated Mathematics I, II, III
- ALEKS Math I, II, III
- Accounting Real World Application and Connections, Glencoe McGraw Hill
- Calculus, Pearson Prentice Hall
- Advanced Mathematical Concepts, Glencoe McGraw Hill
- The Practice of Statistics, W.H. Freeman and Company

World Language:

- iAvancemos! (HMH)
- Paso a Paso 3 (Prentice Hall)
- Language & Culture Exam Preparation (Vista)
- Signing Naturally
- The Green Series 4, Clerc Books, Gallaudet University Press, Washington DC

Science:

- Pearson: Earth Science
- Harcourt: Physics
- Prentice Hall: Chemistry
- Pearson: Biology
- Holt: Physical Science

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

N/A

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

N/A

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

Standard-based textbooks and materials are available to all students in all academic disciplines. State adoptions in core academic subjects are on-going and materials are purchased accordingly. Materials, accommodations, and modifications to curriculum for specialized areas of instruction in Special Education, English Language Learners (ELL) and students with 504 plans are available and applicable as necessary. All students have equal access to standard-based curriculum, instruction, and assessments in English, math, social sciences, and science. English Language Development courses are aligned with the English department's content and instruction.

Standards-based instructional materials are purchased for all students through the Executive Director of Education Services. A textbook is assigned to every student in each of their classes for the entire semester or school year. In addition, some classes have a class set of textbooks in the classroom.

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

All instructional materials, including intervention materials, provide students with access to standards-aligned materials in core courses.

Opportunity and Equal Educational Access

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

Students in ELD courses receive services in their primary language through instructional aides. Students identified as Language English Proficient (LEP) and Re-designated/Reclassified Fluent English Proficient (RFEP) are able to access Advanced Placement courses and students are assessed annually for reclassification. English Language Development (ELD) instructors meet regularly to discuss curriculum, assessment, instructional strategies and practices with the general education teachers. Students identified as under-performing are eligible for additional services, including after school math tutoring, use of technology, math intervention, Student Study Teams (SST's), Special Education services, counseling for college and career information as well as discussions, honors and AP programs, multiple elective courses, and options including career/vocational education and the CTE/ROP program.

14. Research-based educational practices to raise student achievement

Teachers use instructional strategies that are research-based, including implementation of math support and after school intervention.

Parental Involvement

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

Big Bear High School makes available to all students a variety of resources including after-school math and English tutoring that meets 2 days a week each. The program is available to all students in math classes, English Language Development, college prep, and Special Education. Additional resources include District English Learners Advisory Committee (DELAC), and School Site Council. Students receive services from Student Study Team (SST) meetings, the Individual Educational program (IEP), college and career nights, counseling, the school psychologist, speech therapists, occupational therapists, Healthy Start Family Advisors and the opportunity for a free and reduced lunch program.

Highly qualified teachers and counselors are available to serve our students. Teachers are supported by an excellent classified

clerical staff. All staff engages in activities with student interest as the focal point. In addition, BBHS offers opportunities for students such as Associated Student Body (ASB), Career Technical Education (CTE) programs, one to one technology in all core classes, after-school tutoring, and community support.

School Site Council (SSC)

The School Site Council is a group of stakeholders that meets quarterly to analyze school data and categorical budgets as they relate to student achievement. The SSC annually develops and revises the School Plan for Student Achievement and the Safety Plan.

English Learner Advisory Council (ELAC)

ELAC is a group of parents of English Learners and other stakeholders that meets monthly to analyze school data and programs as they relate to student achievement. ELAC annually provides input for the School Plan for Student Achievement.

District EL Advisory Council (DELAC)

The chairperson of the English Language Advisory Council represents Big Bear High School on the District Advisory Council that meets quarterly and serves as a liaison between the two groups.

Parents in Support of Academics (PSA)

The PSA assists the administration in student academics through field trips, teacher and staff recognition, student academics/awards night, ice cream socials, etc.

College and Career

BVUSD staff includes one full-time college career coordinator to facilitate students' inquiry into future careers or college education.

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)

Students, parents, teachers and other stakeholders are part of School Site Council. SSC is an important group at BBHS; it provides input in a variety of areas, such as Safety Plan and SPSA. Many stakeholders also had input in the creation of the BVUSD LCAP. Parents in Support of Academics (PSA) and Bear Backers (Athletics) are both parent groups that are involved and are important to the school culture.

Funding

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

Big Bear High School does not receive Title I funding.

18. Fiscal support

Big Bear High School receives fiscal support through Local Control Funding Formula (LCFF) Base and Supplemental and Concentration funds.

Description of Barriers and Related School Goals

Students' success in school depends on effective partnerships among school staff, parents, and members of the community. Although there are many programs in place to ensure the elimination of academic barriers, there are still a few areas to improve to increase student performance. The following are areas continue to be a challenge: an increase in Special Education population, a lack of parental support, little evidence of writing was found across all curricula, high

expectations are not uniformly evident from one class to another, and textbook adoption needed for all core course (English, mathematics, Social Studies and Science).

English Department:

Goal: 60% of the

11th grade students will meet or exceed standards on the 2018 CAASPP ELA Summative Assessment

Barriers:

- EADMS test questions for Local Assessments are not the same as *Collections* curriculum, therefore we are not testing what we are teaching
- We need more time for collaboration within the department
- We need to create rubrics for project-based learning activities to assist us with evaluating the effectiveness of our data-driven instruction.

Math Department:

Goal: 35% of the

11th grade students will meet or exceed standards on the 2018 CAASP Math Summative Assessment

Barriers:

- Math Department needs more tutoring hours (2016 had 4 days after school tutoring and 2017 is at 2 days after school tutoring)
- Smaller classes are needed in Math A/B (class size currently is 34 to 1)
- There is a need for more opportunity for remedial math for students that are not at grade level

Social Science Department:

Goal: 58% of students will feel well prepared for college and/or career after graduation. 51% of graduating seniors will seek post-secondary education. 75% of students will have an AP exam score of 3 or higher in AP US History.

Barriers:

- Need adoption for Social Studies textbooks (last adoption 1999 Social Studies textbooks)
- Intervention within the school day
- Continued
- collaboration of district, administration, and educators to develop clear expectations in the area of rigor for our students

Science Department:

Goal: 58% of students will feel well prepared for college and/or career after graduation. 51% of graduating seniors will seek post-secondary education. 80% of students will have an AP exam score of 3 or higher in AP Biology and 58% of students will have AP exam score of 3 or higher in AP Physics.

Barriers:

- Intervention/Enrichment within the school day as well as after school
- Lack of Facilities for the NGSS standards
- Lack of NGSS curriculum
- Lack of time to create our own lessons
- Lack of student access to online materials at home limits our ability to move to a fully-online curriculum

World Language Department:

Goal: 58% of students will feel well prepared for college and/or career after graduation. 51% of graduating seniors will seek post-secondary education. 83% of students will have an AP exam score of 3 or higher in AP Spanish.

Barriers:

- Lack of Chromebook carts
- Lack of World Language at the Middle School
- Provide intervention and enrichment for Spanish students
- World Language should be included with "Core" subjects and be included in Professional Development that addresses ELA
- ASL relatively new and changing annually as program and classes grow.

Physical Education Department:

Goal: 50% of 9th grade will meet the healthy fitness zone in 6 fitness standards (45.9% of 9th grade met 6 out of 6 standards in 2015-2016)

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 8			*			*			*			
Grade 11	153	170	175	140	160	168	137	156	168	91.5	94.1	96
All Grades	153	170	177	140	160	168	137	156	168	91.5	94.1	94.9

* 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 8			*			*			*			*			*
Grade 11	2528.8	2554.9	2586.2	6	10	21.43	22	31	33.93	35	26	25.60	34	32	19.05
All Grades	N/A	N/A	N/A	6	10	21.43	22	31	33.93	35	26	25.60	34	32	19.05

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 8			*			*			*
Grade 11	18	20	32.34	51	54	47.90	31	26	19.76
All Grades	18	20	32.34	51	54	47.90	31	26	19.76

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 8			*			*			*
Grade 11	7	21	23.95	42	43	49.70	50	36	26.35
All Grades	7	21	23.95	42	43	49.70	50	36	26.35

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 8			*			*			*
Grade 11	9	13	18.56	61	58	67.07	31	28	14.37
All Grades	9	13	18.56	61	58	67.07	31	28	14.37

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 8			*			*			*
Grade 11	9	15	28.74	59	59	52.10	31	26	19.16
All Grades	9	15	28.74	59	59	52.10	31	26	19.16

Conclusions based on this data:

1. We hope to improve our students' performance in listening and effective communication skills. The data show that we increased scores by 6% in these two areas over our 2015-2016 scores. We currently have 67% of our students at or near standard in these areas. We would like to increase the number of students with scores that are above standard. We plan to achieve this by including more listening and speaking activities in our curriculum. We will use podcasts and material from the *Collections* textbook to improve students' listening and communication skills.
2. We are closing in on the state average and plan to meet the state average by next year. We are at 55.36% and the county average is 53% and the state average is at 60%.
3. We will focus on Local Assessments that resemble questions on the CAASPP to improve our students' performance and focus on those students that are at the "At or Near Standard". The issuing of practice tests last year improved our students' performance on CAASPP and we will continue using this practice test.

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 8			*			*			*			
Grade 11	153	170	175	142	161	169	139	158	169	92.8	94.7	96.6
All Grades	153	170	177	142	161	169	139	158	169	92.8	94.7	95.5

* 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 8			*			*			*			*			*
Grade 11	2537.7	2548.4	2553.4	5	8	9.47	14	16	18.34	25	27	23.67	54	49	48.52
All Grades	N/A	N/A	N/A	5	8	9.47	14	16	18.34	25	27	23.67	54	49	48.52

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 8			*			*			*	
Grade 11	10	14	20.12	30	34	22.49	60	53	57.40	
All Grades	10	14	20.12	30	34	22.49	60	53	57.40	

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 8			*			*			*
Grade 11	12	9	14.20	50	50	42.01	37	41	43.79
All Grades	12	9	14.20	50	50	42.01	37	41	43.79

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 8			*			*			*
Grade 11	9	12	14.20	57	56	52.66	34	32	33.14
All Grades	9	12	14.20	57	56	52.66	34	32	33.14

Conclusions based on this data:

1. From 2014-2015, 2015-2016 to 2016-2017 the overall achievement for all students has increased by 8% who met or exceeded standards.
2. Problem Solving & Modeling/Data Analysis; Using appropriate tools and strategies to solve real world and mathematical problems has increased 2% since 2014-2015. We need to focus on the students that are "at or near standard" because we have 42% of our students in this category. We have also increased by 7% at the below standard in this area in the last three years.
3. We need to focus on "Applying Mathematical Concepts and Procedures" because we have 57% of the students below standard. In 2015-2016, 53% of our students were at below standard, therefore we had an increase of 3% of our students go below standard in a year.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	15	41	26	70	41	42	10	12	26		6		5		5
10	17	25	27	59	60	47	21	10	20	3		7		5	
11	17	35	43	67	30	50	17	25			5	7		5	
12	23	***	13	38	***	13	23	***	75	8			8		
Total	18	33	29	59	43	41	18	17	25	3	3	4	3	3	2

Conclusions based on this data:

1. We consistently meet our goals for AMAO 1 by progressing in our CELDT levels and continue to make progress with our consistent English Learner Development Instruction.
2. We need to be more consistent in moving students from Early Advanced to Advanced through explicitly teaching Academic Vocabulary within their Speaking and Writing Domains. Due to drop in EL enrollment and RFEP, top scores in Adv. or Early Adv. could drop.
3. We need to use Integrated Strategies from our new ELA/ELD curriculum "Collections & English 3D" in the regular English classes and ELD to assist in moving students toward reclassification.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	14	35		64	35		14	15			5		9	10	
10	17	23		57	55		20	9		3	5		3	9	
11	17	35		67	30		17	25			5			5	
12	23	***		38	***		23	***		8			8		
Total	17	31		56	40		18	17		3	5		6	8	

Conclusions based on this data:

1. BBHS had less than a percent test for Initial CELDT testing, therefore, there is no data.

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: Core Content Areas: English Language Arts, Mathematics and English Language Development
LEA/LCAP GOAL:
Goal 1: Increase percent of students who are on track to graduate college and career ready.
SCHOOL GOAL #1:
Improve student's depth of knowledge in English Language Arts/English Language Development (ELA/ELD) standards and Mathematics standards <u>across the curriculum</u> , with an emphasis on under-performing students: <ol style="list-style-type: none">1. Increase percentage of 11th grade students meeting or exceeding grade level English Language Arts (ELA) standards by 5% (60% meeting or exceeding standards on 2018 CAASPP ELA Summative Assessment).2. Increase percentage of 11th grade students meeting or exceeding grade level math standards by 7% (35% meeting or exceeding standards on 2018 CAASPP Mathematics Summative Assessment)3. Increase percentage of English Learner (EL) students meeting CELDT level Early Advanced/Advanced by 5% (75% meeting or exceeding CELDT level Early Advanced/Advanced on 2017 CELDT Assessment)
Data Used to Form this Goal:
<ul style="list-style-type: none">• EADMS quarterly local assessment data• Results from CAASPP Exam - 11th grade data• Results from the California English Language Development Test (CELDT) test• Advanced Placement exam data• ALEKS data• D/F list from gradebook
Findings from the Analysis of this Data:
<ul style="list-style-type: none">• We must increase the number of students who met or nearly meets standards on the CAASPP assessment in ELA and math assessments.• We must implement California State Standards in all subject areas.• We must provide more interventions and support for our under performing students.• We must establish strong mathematical foundations.• We must increase critical thinking and analytical skills in ELA and math.• We must focus on moving Intermediate CELDT Level scores to Early Advanced/Advanced.

- We must use schoolwide use of data to monitor, analyze, and evaluate to inform program decisions, instruction and student improvement
- We must implement a cohesive and comprehensive professional development plan
- We must implement a schoolwide implementation and analysis of local assessment

How the School will Evaluate the Progress of this Goal:

The following means will be utilized to evaluate progress towards meeting the goal:

- EADMS quarterly local assessment data
- Teacher assessments
- Results from CAASPP Exam - 11th grade data
- Results from the California English Language Development Test (CELDT) test
- Advanced Placement exam data
- ALEKS data
- D/F list from gradebook

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Content area teachers in English and math will collect and analyze English Language Arts/English Language Development and math data from multiple sources. All teachers will review data on a regularly scheduled basis. Identified areas of need will be addressed through instructional planning to support student proficiency with areas of challenge. Continuous Cycle of Improvement will be implemented.	Spring 2017- Quarterly data analysis August 7 August 22 August 23 November 13 January 22 April 9 BBHS PDP Calendar	Admin All English Teachers Math Teachers Dept Chairs Executive Director of Educational Services				
Big Bear High School will maintain high academic	Report Semester Grades - Ongoing	Administration Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
standards and rigor in English Language Arts/English Language Development and math by analyzing academic D and F data. Big Bear High School staff will develop a shared definition of "rigor".		Counselors				
Big Bear High School will use content specific data to develop yearly SMART goals to identify strategies to achieve goals and track progress throughout the year for English Language Arts/English Language Development and math. These SMART goals will be revisited on an ongoing and regular basis.	August and updated annually	Executive Director of Educational Services Administration Teachers				
Big Bear High School will establish and implement yearly calendars for Professional Development and best uses for collaboration time, in line with BVUSD PD plan, and based on student data and teacher input.	2017-2018 See BBHS Professional Development Calendar and BVUSD Calendar for Late Start Dates - updated annually	Executive Director of Educational Services, District Professional Development Committee, Administration, Department Chair, EL Coordinator, Special Education Coordinator				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A selected group of BBHS certificated staff with specific expertise will be asked to participate in training our teachers during professional development days (Late Starts). Focus will be to increase Rigor and Critical thinking for all students. (See Developed Calendar)	2017-2018 - Late Start Calendar	Executive Director of Educational Services, District Professional Development Committee, Administration, Department Chair, EL Coordinator, Special Education Coordinator	Title II, Release Time		Title II Part A: Improving Teacher Quality	
Big Bear High School will create and implement quarterly District-wide Local Assessment/Final and Performance Tasks aligned to core subjects.	October 2017	Executive Director of Educational Services. Administration, Department Chairs from English Language Arts and Math Departments.				
Big Bear High School will update Pacing Guides by course for English Language Arts/English Language Development and math.	2017-2018 and ongoing	Executive Director of Educational Services Administration Department Chairs				
Big Bear High School will schedule Staff Meetings, Department Meetings and	2017-2018 BBHS Scheduled Meetings and	Administration				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Advisory Team Meetings along with already scheduled Professional Development (Late Start) Meetings.	Updated annually					
Big Bear High School and Big Bear Middle School will develop a schedule to meet two times a year to discuss vertical alignment with departments during Professional Development (Late Start) Meetings.	2017-2018 September 11 February 5 and updated annually	Executive Director of Educational Services, Administration Certificated and Classified Staff				
Big Bear High School will establish after school study intervention for English Language Arts/English Language Development and math. Two math intervention courses will be available during the school day. Study Skills Course has been added for during the day intervention.	Beginning 2017-2018 Four hours per week tutoring for math/English after school intervention January 2017	Administration Counselor Teacher			LCFF - Supplemental	19,000
Department Instructional Materials and Supplies	Annual discretionary funds distributed to each department	Site Admin., Department - Chair	English		Site Formula Funds	1,600
			Mathematics			1,500
			Science			9,000
			Social Studies			1,300
			Physical Education			1,200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Visual and Performing Arts			4,500
			Freshman Studies			800
			World Languages			1,000
Summer School for Math Recovery	Summer, 2017	Math Department Administration District Administration	Summer School expenses		LCFF - Supplemental	16,222

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Students will graduate from high school prepared for college and career.

LEA/LCAP GOAL:

Goal 1 on the Local Control Accountability Plan states that Bear Valley Unified District will increase the percent of students who are on track to graduate college and career ready.

SCHOOL GOAL #2:

Increase percentage of students who are college and career ready:

1. 37% of graduating seniors will complete A-G requirements
2. 40% of graduating seniors will complete a CTE Course Sequence
3. 51% of graduating seniors will seek post-secondary education
4. 57% of students will be at EAP ELA college ready
5. 35% of students will be at EAP math college ready
6. 60% of students will have an AP Exam score of 3 or higher
7. 58% of students will feel well prepared for college and/or career after graduation

Data Used to Form this Goal:

- Data on students completing A-G requirements
- Number of students enrolled in CTE/ROP classes
- Number of students applying for post-secondary education
- CASSPP Assessment Data
- AP Assessments Data
- Youth Truth Survey
- Student Survey

Findings from the Analysis of this Data:

- We must increase the percentage of students completing A-G requirements
- We must increase the percentage of students enrolled in CTE/ROP courses
- We must prepare students to apply for post-secondary education
- We must implement California State Standards in all subject areas
- We must increase the percentage of students completing the AP assessments with a passing score of 3 or higher

How the School will Evaluate the Progress of this Goal:

- Data on students completing A-G requirements
- Number of students enrolled in CTE/ROP classes
- Number of students applying for post-secondary education
- CASSPP Assessment Data
- AP Assessments Data
- Youth Truth Survey
- Student Survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Maintain CTE Classes	2017-2018	CTE Coordinator Site Administration Executive Director of Education Services	Base		LCFF - Base	91,364
All teachers will review data on a regularly scheduled basis . Identified areas of need will be addressed through instructional planning to support student proficiency with areas of challenge. Continuous Cycle of Improvement will be implemented.	Spring 2017- Quarterly data analysis August 7 Nov. 13 January 22 April 9 and Updated Annually - See BBHS PDP Calendar	Executive Director of Educational Services Admin Dept Chairs				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Big Bear High School will maintain high academic standards and rigor in all content areas by analyzing academic D and F data. Big Bear High School staff will develop a shared definition of "rigor".	Report Semester Grades - Ongoing	Administration Teachers Counselors				
Big Bear High School will use content specific data to develop yearly SMART goals to identify strategies to achieve goals and monitor students completing a-g requirements.	August 2017 - Annually ongoing	Executive Director of Educational Services, Administration, Teachers and counselors				
Big Bear High School will schedule Staff Meetings, Department Meetings and Advisory Team Meetings along with already scheduled Professional Development (Late Start) Meetings.	Beginning 2017-2018	Executive Director of Educational Services, District Professional Development Committee, Administration, Department Chair, EL Coordinator, Special Education Coordinator				
Critical Learner Need: A selected group of BBHS certificated staff with specific expertise will be asked to participate in training our	2017-2018 See BBHS Professional Development Calendar and	Executive Director of Educational Services, Administration,				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
teachers during professional development days (Late Starts). Focus will be to increase Rigor and Critical thinking for all students. (See Developed Calendar)	BVUSD Calendar for Late Start Dates - updated annually	Department Chair, EL Coordinator, Special Education Coordinator				
Big Bear High School will provide additional CTE Courses to the school program including: 2 Auto Fundamental Courses (renew), Intro to Computer Programming	2017-2018 School Year	Executive Director of Educational Services. Administration, College and Career Staff	LCAP		LCFF	58,307
Create a plan to implement - Provide AVID program in an effort to assist underserved population in creating a college and career going culture. Big Bear High School will implement the AVID program and schoolwide AVID teaching strategies.	2018-2019 School Year	Executive Director of Educational Services. Administration, AVID Teacher/Coordinator	Supplemental and Concentration Grant College and Career Readiness Grant			32,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Big Bear High School will update Pacing Guides by course.	2017-2018	Executive Director of Educational Services. Administration, Department Chairs				
Parents in Support of Academics (PSA) Field Trip to colleges and universities	2017-2018	PSA Group Counselors College and Career Coordinator	Busses Lunches		Donations	5,000
Counselors will attend UC and college board conferences Four-year plans Counselor and classroom presentations Financial Aid presentation to parents and students College presentations AP and Honors field trips Alternative learning opportunities	Annually	Administration Counselors Teachers CTE technician Guest Speakers	LCFF Base and Supplemental and Concentration Grant, Donations			
ALEKS Licenses	2017-2018	Math Department			LCFF - Supplemental Site Formula Funds	3,600 5,000
Student Tracker	2017-2018	College and Career Coordinator			LCFF - Supplemental	425
A variety of College Presentations from Junior Colleges, State Universities, UC universities and	2017-2018	Counselors College and Career Coordinator				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Private Universities		Teachers				
<p>Advanced Placement Biology field trip to Catalina Island Marine Institute, including labs on all aspects of marine biology and snorkeling.</p> <p>AP Biology expands their plant biology and paleontology knowledge by taking a yearly trip to botanical gardens and a paleontology museum.</p> <p>Science Department send two groups of students each year on a trip to the Mitsubishi Cement Plant.</p>	Spring 2018	Science Teacher Administration Ed. Trust				
<p>Counselors attend U.C. Conference</p> <p>Counselors attend College Board Conference</p> <p>Teachers attend local AP Courses</p>	Fall 2017	Administration Counselor				
<p>Counselors will provide grade-level focused evening for parents and students. Providing guest speakers for topical events regarding College applications.</p> <p>Counselor Monitor A-G Completion</p> <p>Increase Partnerships with community colleges and pathways</p>	Ongoing	Administration Counselors CTE Technician and Guest Speakers				

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: School Environment/Student Engagement
LEA/LCAP GOAL:
Goal 2 on the Local Control Accountability Plan states that Bear Valley Unified District will provide an educational setting that is conducive to learning. Goal 3 on the Local Control Accountability Plan states that Bear Valley Unified District will increase engagement level of students.
SCHOOL GOAL #3:
<ol style="list-style-type: none">1. Increase percentage of student engagement by 5% (Only 45% reported that they enjoy coming to school most of the time in the Youth Truth Survey)2. Improve school environment by improving FIT Score from Fair to Good.3. Reduce suspension and expulsion data by 10%4. Improve the attendance data by 2%
Data Used to Form this Goal:
Youth Truth Survey Healthy Start survey Attendance Data FIT Report Suspension and Expulsion rates Parent Involvement in PSA (Parents in Support of Academics), BearBackers, CELDT Meeting
Findings from the Analysis of this Data:
<ul style="list-style-type: none">• Need to increase the number of students participating in afterschool clubs, sports and academic organizations on campus• Reduce incidences of bullying, drug use, violence, suspensions and trancies on campus• Increase parent participation on campus• Improve parent communication• Improve marketing our positive accomplishments at BBHS
How the School will Evaluate the Progress of this Goal:
The following means will be utilized to evaluate progress towards meeting the goal: <ul style="list-style-type: none">• Youth Truth Survey

- Healthy Start survey
- Attendance Data
- FIT Report
- Suspension and Expulsion rates
- Parent Involvement in PSA (Parents in Support of Academics), BearBackers, CELDT Meeting
- Parent survey
- Teacher survey
- Number of students that apply for local and community scholarships.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All teachers will review data on a regularly scheduled basis . Identified areas of need will be addressed through instructional planning to support student proficiency with areas of challenge. Continuous Cycle of Improvement will be implemented.	Spring 2017- Quarterly data analysis August 7 August 22 August 23 November 13 January 22 April 9 and Updated Annually - See BBHS PDP Calendar	Executive Director of Educational Services Admin Dept Chairs				
Infrastructure will be addressed by updated District Technology Plan and a District Master Facility Plan	2017-2018 Ongoing	Cabinet, Director of M&O, Director of IT, Administration				
Camera's in Student Parking Lot	2018	Administration District IT Dept. District M&O	RDA Funds LCFF Base FIT Report		Other	15,000
Maintain part time safety assistant from LCAP recommendation	2017-2018	Administration Safety Assistants District			LCFF - Supplemental	18,977

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Administration				
<p>SSC met to identify major safety issues and review current practices.</p> <p>Safety Plan is submitted to Governing Board for approval.</p> <p>Leadership team met to review security camera recommendations and develop implementation plans.</p> <p>Safety committee continues to meet and make revisions as necessary. M&O and IT will continue to work with school site to produce and maintain a comprehensive security camera program.</p>	Ongoing 2017-2018	Admin team, Safety Assistants, District IT Dept., District M&O, SSC and PSA				
Relationship with local merchants to create professional ties and relationships through Education Trust "Real World" Speakers	2017-2018	Administration Teachers Ed Trust				
<p>Extra Curricular Activities will continue:</p> <ul style="list-style-type: none"> • Assemblies • Pure Praxis Assembly • Every 15 minutes • Parent communication • School Dances • Air Rock • Plays • Variety Show • Powder Puff Football • Ed Trust speakers 	Ongoing - 2017-2018	Administration Teacher ASB Club Advisor Counselors	ASB Funds Donations LCFF Base Supplemental and Concentration Grant	Donations		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
(Career awareness) <ul style="list-style-type: none"> • Seven Stars Foundations (Thunderball) • 911 Ceremony/Recognize Local First Responders • Relay for life • Domestic Violence walk (DOVES) • DOVES and Rim family services • Fashion Show • Counselor and CTE teachers visit Middle School • Career Fair • Peer Leadership • Freshman Friday • High Achievement Awards Night • Motivational Speakers • Community outreach • Principal of the day • Local Media communication • Polar Plunge Fundraiser (Teachers vs Sheriff) 						
Fashion Show with FIDM	Spring 2018	Fashion Club Students Advisor ASB				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Big Bear High School will reduce suspension and expulsion by implementing "Restore to Justice" program. ASB will be providing motivational speakers and assemblies We will continue to partner with Community	2017-2018	Assistant Principal ASB Administration Staff Community				
Assorted Spirit gear (including shirts, sweatshirts, lanyards, caps, etc.) for students, parents and staff.	2017-2018	ASB Club Advisors Support Staff			ASB	3,000
Peer Leadership- before, after school and lunch events	2017-2018	Health Corp Administration				
Freshman Friday	Fall 2017	Administration ASB				
Awards Night for High Achievement, Ice Cream Social	Fall 2017 Spring 2018	Administration PSA			Donations	
Improve the attendance data by the SART, SARB Process, Probation Officer.	Ongoing	Assistant Principal				
Revise Bell Schedule	2019-2020	Site Leadership Team				
Provide support for league transportation for sports teams	2017-2018	Athletic Director	Base		LCFF - Base	10,000
Parent and community		Clubs Advisor				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
communication using: Grizzly KBHR Facebook Website ASB Local New Stations		Administration Athletic Department ASB Director Coaches Teachers				
Principal of the Day	Fall 2017	District Administration Site Administration Community Member				

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 11th grade students that meet or exceed standards CAASPP Summative Assessment will increase by the following: EAP English Language Arts: from 52% to 57% EAP Math: from 28% to 35%

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development for teachers to support academic achievement in the area of Math and English Language Arts. (Allocation is district wide)	2017-2018	Executive Director of Educational Services	Big Ideas Integrated Math I, II, and III trainings; Houghton Mifflin Harcourt ELA curriculum trainings for new adoption of CollectionsNext Generation Science Standards training	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	120,000
Release time for curriculum planning for all sites *1x a quarter for core content areas	2017-2018	Executive Director of Educational Services; Site principal; Department chairperson	Content curriculum planning used to align instructional content and strategies and assessments		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:
<p>Increase the % of students attaining English Proficient Level (AMAO2 <5 years) from 25.6% (2015) to 30%.</p> <p>Increase the % of students attaining English Proficient Level (AMAO2 >5 years) from 78.8% (2015) to 80%.</p> <p>Increase the % of students making progress toward English Proficiency (AMAO1) from 65% (2015) to 70%</p> <p>Increase the % of English Learner students being reclassified from 10.4% (2017) to 12%.</p>

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). (District Wide purchase)	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	"Collections" training by Houghton Mifflin Harcourt "Big Ideas" math inservices by Houghton Mifflin Harcourt National Council of Math Teachers conference Next Generation Science Standards rollouts and conferences Department meetings to create local assessments in math and ELA on IO Education (student data system)	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	120000

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
	32,000.00
ASB	3,250.00
Donations	5,000.00
LCFF	58,307.00
LCFF - Base	101,364.00
LCFF - Supplemental	58,224.00
Other	15,000.00
Site Formula Funds	6,600.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	36,822.00
Goal 2	195,696.00
Goal 3	47,227.00

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
Tina Fulmer	X				
Noah Balik		X			
Catherine Williams		X			
Scott Kolarik		X			
Jenny Balik			X		
Dawn Hull				X	
Lora Johnson				X	
Claudia Camacho				X	
Hunter Natzic					X
Elena Palacios					X
Ariana Powell					X
David Courtney		X			
Numbers of members of each category:	1	4	1	3	3

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature



X 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 November 1, 2017.

Attested:

Tina Fulmer

Typed Name of School Principal



Signature of School Principal

11/9/17

Date

Jenny Balik

Typed Name of SSC Chairperson



Signature of SSC Chairperson

11/9/17

Date

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