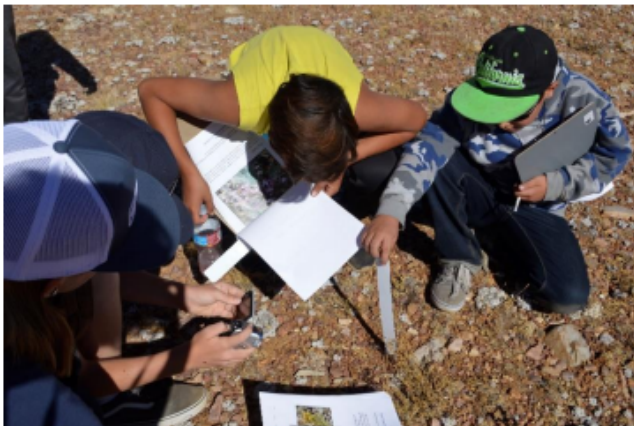


SINGLE PLAN FOR STUDENT ACHIEVEMENT

FOR
2017-2018

North Shore Elementary School



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The Single Plan for Student Achievement

School: North Shore Elementary
CDS Code: 36676376067052
District: Bear Valley Unified School District
Principal: Manny Marquez
Revision Date: 11/1/17

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:

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

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School Vision and Mission

North Shore Elementary's Vision and Mission Statements

District Slogan

"Educate-Inspire-Prepare!"

District Mission Statement

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 Statement

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

District Core Values

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 and perseverance are keys to success.

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

NSES VISION STATEMENT

North Shore's staff, students, and community are committed to life-long learning and to developing responsible, productive members of society who appreciate the diversities of others.

NSES CORE VALUES

We value:

A school that is a community of learners – staff, students, parents, community;

A school that is safe;

A school that prepares our children for the challenge of life;

A school where everyone in it feels part of a family;

A school as an environment where optimal learning takes place;

A school where staff feel free to try new ideas without risk;

A school that encourages the highest moral character from staff and students.

School Profile

North Shore Elementary is located at 765 N. Stanfield Cutoff, Big Bear Lake California, San Bernardino County. North Shore is one of 4 elementary schools in Bear Valley Unified School District. Bear Valley Unified School District serves approximately 2490 students in grades TK through 12th grade. Our school district includes 4 elementary schools, 1 middle school, 1 high school, and a continuation high school.

North Shore Elementary is a K-6, Schoolwide Title 1 school with an enrollment of 545 students. Our student population consists of 35.9% Hispanic or Latino, 58.3% White not Hispanic, 0.4% African-American, 1.5% Asian, and 1.2% Pacific Islander. The E.L. population at North Shore is 28% and 45% of our students qualify for free and reduced lunch. North Shore Elementary has 24 teachers, all of whom are fully credentialed. North Shore has 21 regular K-6 classes, One 4-6 SDC class, one K-3 SDC, one Resource Specialist, and 2 full-time Intervention teachers, and one speech teacher. All students on the North Shore campus have access to the core curriculum, including RSP, SDC, and LEP students. The curriculum is guided by the California Content State Standards.

Differentiated curriculum is provided through a variety of teaching strategies and learning patterns including, but not limited to, small group and large group experiences, homogeneous and heterogeneous settings, collaboration with

teachers to develop academic tasks, completion of academic tasks with various production methods, and opportunities that encourage the development of self-directed, in-depth inquiry. First through sixth grade students participate in our Reading Counts program where students are encouraged to develop a love for reading and earn brag tags for their reading accomplishments.

North Shore Elementary has a variety of extra-curricular activities in place that are designed to increase student and parent involvement. There is an after school enrichment/intervention program where teachers, parents, and community members provide opportunities for students to discover their passions through classes that include but are not limited to cooking, art, dance, acting, coding, Youtube, yoga, basketball, and Spanish. During the school day students have the opportunity to participate in our music program as well. North Shore also offers a spring musical, fall talent show, and after school dance club. All sixth grade students participate in the yearly science camp. Students are also encouraged to live a healthy active lifestyle through our North Shore Exercise Club, Harvest of the Month, and an engaging physical education program.

Site Description

Student Demographics

**Student Demographic
by Ethnicity**

Student Subgroup	2014-15	2015-16	2016-17
American Indian or Alaska Native	1 (0.2%)	0 (0.0%)	0 (0.0%)
Asian	8 (1.6%)	5 (1.1%)	8 (1.5%)
Pacific Islander	2 (0.4%)	1 (0.2%)	1 (0.2%)
Filipino	0 (0.0%)	0 (0.0%)	0 (0.0%)
Hispanic or Latino	192 (39.3%)	186 (42.2%)	194 (35.9%)
African American	1 (0.2%)	2 (0.5%)	2 (0.4%)
White (not Hispanic)	251 (51.3%)	234 (53.1%)	315 (58.3%)
Multiple or No Response	15 (3.1%)	0 (0.0%)	0 (0.0%)
Total Enrollment	489	441	540

**Students Receiving Free or
Reduced Price Meals**

	2015-16	2016-17
Number	306	329
Percent	69	61

Parent Education Level

# Responses	2015-16	2016-17
Post Graduate	29	38
College Graduate	47	63
Some College	104	139
HS Diploma	127	163
Not HS Graduate	66	59

Enrollment

School Enrollment Trends

Grades	2014-15	2015-16	2016-17
TK			
K	69	63	88
1	64	62	75
2	70	55	73
3	78	58	69
4	77	71	72
5	66	67	88
6	64	65	75
7	1	0	
8	0	0	
9	0	0	
10	0	0	
11	0	0	
12	0	0	

Staffing and Teacher Credentials

Teachers	School			District		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
With Full Credential	24	22	24	97	106	115
Without Full Credential	0	0	1	10	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).

North Shore Elementary School completed a Title I Parent Survey, which included the analysis of parent involvement, academic programs, and family support in relation to the state academic content standards. Parent input was gathered through School Site Council meetings and Booster Meetings as well. During staff development activities, staff meetings, and on early release days, school administrators and the leadership team analyzed and discussed the results to find ways to continually improve and student academic success and increased parent involvement.

Title I Parent Survey Results of 176 responses

1. I feel welcome when I enter the school
 - - Strongly Agree 77.27% -- Agree 21.59% -- Disagree .57% -- Strongly Disagree .57%
2. I feel knowledgeable about what is going on at the school.
 - - Strongly Agree 55.11% -- Agree 36.93% -- Disagree 7.39% -- Strongly Disagree .57%
3. I know what the School-Parent Compact is.
 - - Strongly Agree 36.93% -- Agree 21.02% -- Disagree 30.11% -- Strongly Disagree 11.93%
4. I have been invited to participate in school planning such as the SPSA, Title I meetings, Booster club, other school and classroom events

- - Strongly Agree 64% -- Agree 29.14% -- Disagree 5.14% -- Strongly Disagree 1.71%
5. I feel knowledgeable about the Title I Program.
- - Strongly Agree 30.68% -- Agree 35.80% -- Disagree 22.73% -- Strongly Disagree 10.80%
6. I feel knowledgeable about the school's status as a Title I School.
- - Strongly Agree 31.25% -- Agree 34.09% -- Disagree 25.57% -- Strongly Disagree 9.09%
7. Teachers regularly communicate with me.
- - Strongly Agree 65.34% -- Agree 25.57% -- Disagree 8.52% -- Strongly Disagree .57%
8. My calls, emails, or notes to school staff are answered promptly.
- - Strongly Agree 74.43% -- Agree 23.30% -- Disagree 2.27% -- Strongly Disagree 0%
9. The school provides our family with parenting resources.
- - Strongly Agree 54.55% -- Agree 36.36% -- Disagree 7.95% -- Strongly Disagree 1.14%
10. The school provides our family with workshops or informational events.
- - Strongly Agree 48.00% -- Agree 42.29% -- Disagree 8.57% -- Strongly Disagree 1.14%
11. The school asks for my input on student and family events.
- - Strongly Agree 53.71% -- Agree 37.71% -- Disagree 7.43% -- Strongly Disagree 1.14%
12. The school asks for my input about my child and how he/she learns best.
- - Strongly Agree 49.14% -- Agree 37.14% -- Disagree 10.86% -- Strongly Disagree 2.86%
13. I feel knowledgeable about the school's expectations for my child.
- - Strongly Agree 58.86% -- Agree 38.86% -- Disagree 2.29% -- Strongly Disagree 0%
14. I know how to help my child with his/her homework.
- - Strongly Agree 59.66% -- Agree 35.23% -- Disagree 3.41% -- Strongly Disagree 1.70%
15. My child receives additional academic help when needed.
- - Strongly Agree 57.80% -- Agree 36.42% -- Disagree 4.62% -- Strongly Disagree 1.16%
16. I feel that parents are involved in decision-making at our school.
- - Strongly Agree 47.16% -- Agree 44.89% -- Disagree 6.82% -- Strongly Disagree 1.14%
17. I feel that my child has made adequate progress over the course of this school year.
- - Strongly Agree 63.64% -- Agree 34.09% -- Disagree 1.14% -- Strongly Disagree 1.14%

The analysis of the survey found that 90% of parents agree or strongly agree that teachers are effectively communicating with them. However that still leaves 10% of parents that disagree or strongly disagree that they are being appropriately communicated with. The survey also indicated that 48% of parents strongly agree that North Shore provides families with workshops or informational events. This still leaves 10% of parents that disagree or strongly disagree. In an effort to continually provide better communication between school and home, North Shore will be taking steps to ensure that parents feel they are communicated with appropriately. This will be done through increasing the use of the Remind program and the implementation of Parent Support Nights, where parents are offered information on how they can support their children academically at home.

An area of growth for North Shore was in the area of parent input. When parents were asked if the school requested input on how their student might learn best, 13% of parents disagreed or strongly disagreed. This still left 87% of parents agreeing or strongly agreeing. Similar results were found when parents were asked if they had input on student and family events. For the 2017/2018 school year North Shore will increase opportunities for parents to offer input by ensuring that parents are better informed of School Site Council and Eagle Booster meetings.

Several questions in the survey indicated that there is a need for further parent education on the Title I program and School-Parent compact. This will be accomplished by focusing on expanding involvement in both boosters and school site council.

Conclusions from the parent survey were used to identify SPSA goals and program support goals.

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 principal conducts frequent classroom walk-thoughts throughout the year. The principal is observing to ensure that the implementation of district initiatives including ELA, ELD, NGSS, and math instruction. Teachers are formally observed every two years, however teachers in their probationary period are formally observed every year. Informal observations

by the principal are conducted on a frequent basis. Teachers in an observation year are formally observed twice in that year. There is normally one observation of an ELA lesson and one observation of a math lesson. In an effort to support and encourage engaging and effective teaching practices throughout the district, the district leadership team will also observe all classes at least once a year. The district leadership team consists of all district principals, district staff, and the superintendent. The superintendent and principal also conduct quarterly walk through observations together.

In the most recent observations it was found that all teachers were effectively implementing the new Wonders ELA curriculum as well as the recently implemented GoMath curriculum. Teachers were engaged in high level teaching practices that assisted students in engaging learning opportunities. Areas for growth are more independent reading opportunities as well as greater access to non-fiction reading. Teachers are also focusing on providing more opportunities for students to work in collaborative groups to further engage their learning.

Analysis of Current Instructional Program

Standards, Assessment, and Accountability

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

Teachers are provided opportunities to analyze available data and identify students and standards in which more targeted instruction is needed. This time is offered through early out Thursdays and quarterly grade level meetings. The teachers then complete an instructional planning sheet, which identifies the standard, standard benchmark, objective, and the materials needed to implement improvement. Teachers also use beginning of the year assessments to group students for intervention programs. The following items are utilized to analyze the current instructional program

District wide common assessments are administered quarterly throughout the year. These provide summative assessments for teachers to gauge student progress. Weekly chapter tests (formative assessments), as well as, theme tests from the adopted curriculum assist teachers in monitoring the progress of the students and enable them to accurately communicate on a regular basis with parents. Math assessments from the newly adopted GO Math curriculum are also used quarterly to assess student progress and provide an instructional focus for classroom teaching as well as intervention needs.

California Assessment of Student Performance and Progress (CAASPP)

Third Grade CAASPP:

ELA

Growth - The information gathered from the 2016-2017 CAASPP indicated that third grade ELA has shown consistent growth over the past three years. The mean scale score increased from 2398 in 14/15, to 2412 in 15/16, and finally 2424 in 16/17. Percentage of students that exceeded or met ELA standards in 2016/2017 was 45.46%. State average was 43.9% and county was 37.82%. That places North Shore third grade ELA performance above both state and county CAASPP averages.

Domains to Improve in third grade ELA - The data on the third grade ELA domains would indicate appropriate growth and performance when compared to state averages, however there is some concerns in the listening domain. The percent of students above standard in listening decreased from 19% in 15/16 to 16.67% in 16/17. The percent of at or near standard in listening did increase by 10 percentage points. The concern is that we need to continue to meet the needs of our higher level students. Teachers will ensure that we are engaging our higher achieving students by supplying learning opportunities that will focus on their listening skills.

Math

Growth - The information gathered from the 2016-2017 CAASPP indicated that third grade math has shown consistent growth over the past three years. The math mean scale score increased from 2394 in 14/15, to 2398 in 15/16, and finally 2417 in 16/17. Percentage of students that exceeded or met math standards in 2016/2017 was 42.42%. State average was 46.83% and county was 38.38%. That places North Shore third grade math performance

above county average but still 4 percentage points below state average.

Domains to improve in third grade math - The data on the third grade math domains would indicate that North Shore is slightly above county averages on all three domains but have some area to improve when compared to state averages. The primary area of concern is in the above standard category for Concepts and Procedures. Third grade above standard category did improve over the the past three years from 16% in 14-15 to 18.18% in 16-17, however this is below the state average of 31.64% for above standard. This would indicate that as a third grade team we need to ensure that we are challenging our students to successfully grasp applying mathematical concepts and procedures. This will be accomplished by focusing on this standard through further data analysis, sample questions, and providing the necessary instruction and remediation to support student success. In the problem solving and communicating reasoning domains North Shore exceeded state averages in the above standard category.

Fourth Grade CAASPP:

ELA

Growth - The information gathered from the 2016-2017 CAASPP indicated that fourth grade ELA has shown growth from the previous year. The mean scale score increased from 2422 in 15/16, to 2458 in 16/17. There was a drop from 2449 in 14-15 to 2422 in 15-16. This would indicate that even with the decrease in 15-16, North Shore fourth grade scores are now back on track and even above the previous high score in 14-15. Percentage of NSES students that exceeded or met ELA standards in 2016/2017 was 45.17%. State average was 45.06% and county average was 38.97%. That places North Shore fourth grade ELA performance above both state and county CAASPP averages.

Domains to improve in fourth grade ELA - The data on fourth grade ELA domains indicate that there is strong growth in reading and writing. The greatest concern would be research/inquiry. The percentage of students below standard increased from 26% in 15/16 to 27.14 in 16/17. North Shore fourth grade team will put a greater focus on ensuring students have greater opportunities to refine their research skills by providing more opportunities examining non-fiction reading material and reporting on their findings.

Math

Growth - The information gathered from the 2016-2017 CAASPP indicated that fourth grade Math has shown growth from the previous year. The mean scale score increased from 2404 in 15/16, to 2440 in 16/17. There was a drop from 2427 in 14-15 to 2404 in 15-16. This would indicate that even with the decrease in 15-16, North Shore fourth grade math scores are now back on track and even above the previous high score in 14-15. Percentage of NSES students that exceeded or met math standards in 2016/2017 was 32.85%. State average was 40.45% and county average was 30.85%. That places North Shore fourth grade ELA performance above county but still 8 percentage points below state averages.

Domains to improve in fourth grade math - The data for fourth grade math domains would indicate that there has been small consistent growth over the past three years for all three domains. There is some concern when comparing to state averages. In the above standard category North Shore is below state averages on all three domains. Above standard state average for Concepts and Procedures is 26.81% compared to NSES at 15.71%. Above standard state average for Problem Solving is 20.13% compared to NSES at 15.71%. Above standard state average for Communicating Reasoning is 22.42% compared to NSES at 11.43%. This should improve as teachers and students become more acclimated to the new GoMath curriculum, however it will also be necessary to further exam the specifics of each standard to ensure that we are offering students every opportunity to succeed with any supplementary interventions and support.

Fifth Grade CAASPP:

ELA

Growth - The information gathered from the 2016-2017 CAASPP indicated that fifth grade ELA has shown growth from the previous year. The mean scale score increased from 2465 in 15/16 to 2490 in 16/17. There was a drop from 2493 in 14-15 to 2465 in 15-16. This would indicate that even with the drop in 15-16, North Shore fifth grade scores are now back on track and even above the previous high score in 14-15. Percentage of students that exceeded or met ELA standards in 2016/2017 was 49.43%. State average was 46.54% and county

average was 40.25%. That places North Shore fifth grade ELA performance above both state and county CAASPP averages.

Domains to improve in fifth grade ELA - The data on fifth grade ELA domains indicate that there was strong growth in reading and writing, however there is some need for improvement in both listening and research/inquiry. Percentage of students that were below standard in listening was 21% in 15/16 and remained at 21% in 16/17. Percentage of students that were below standard in research/inquiry only decreased by 1.5% from 15/16 to 16/17. The North Shore fifth grade team will focus on creating rigorous learning opportunities for students to refine their listening skills and improve their understanding of how to research using non-fiction reading materials.

Math

Growth - The information gathered from the 2016-2017 CAASPP indicated that fifth grade math has shown growth from the previous year. The mean scale score increased from 2439 in 15/16 to 2463 in 16/17. There was a drop from 2441 in 14-15 to 2439 in 15-16. This would indicate that even with the drop in 15-16, North Shore fifth grade scores are now back on track and even above the previous high score in 14-15. Percentage of students that exceeded or met math standards in 2016/2017 was 20.23%. State average was 33.83% and county average was 24.47%. That places North Shore fifth grade math performance below both state and county averages.

Domains to improve in fifth grade math - The data from fifth grade Math domains indicate that there is slight growth over the past three years on all three domains, however this is still below state and county averages in the above standard category. NSES above standard percentage in Concepts and Procedures is at 13.48% while the state average is 23.17%. NSES above standard percentage in Problem Solving is 10.11% while the state average is 18.07%. NSES above standard percentage in Communicating Reasoning is 7.87% while the state average is 16.83%. We celebrate the growth that has been made but there is still much work to be done. North Shore will address this need by ensuring that lessons are appropriately aligned to the domains and supported with interventions that will give students the necessary skills to succeed.

Sixth Grade CAASPP:

ELA

Growth - The information gathered from the 2016-2017 CAASPP indicated that sixth grade ELA has shown consistent growth over the past three years. The mean scale score increased from 2521 in 14/15, to 2522 in 15/16, and finally 2528 in 16/17. Percentage of students that exceeded or met ELA standards in 2016/2017 was 54.93%. State average was 47.03% and county was 40.7%. That places North Shore sixth grade ELA performance above both state and county CAASPP averages.

Domains to Improve in sixth grade ELA - The data on sixth grade ELA domains would indicate good growth in both reading and writing. There is area for improvement in both listening and research/inquiry. Students below standard in listening increased from 8% in 15/16 to 19.72% in 16/17. However, when comparing cohort group data in 15/16 the increase is only 2%. Students below standard in research/inquiry increased from 11% in 15/16 to 15.49 in 16/17. There is, however improvement in the cohort which students below standard dropped from 25% in their 15/16 fifth grade year to 15.49% in their 16/17 sixth grade year.

Math

Growth - The information gathered from the 2016-2017 CAASPP indicated that sixth grade math has shown growth from the previous year. The mean scale score increased from 2506 in 14/15, to 2517 in 16/17. There was a slight decrease from 2507 in 14/15 to 2506 in 15/16. This would indicate that even with the decrease in 15/16, North Shore sixth grade scores are now back on track and even above previous high score in 14/15. Percentage of students that exceeded or met math standards in 2016/2017 was 38.03%. State average was 36.48% and county was 27.94%. That places North Shore sixth grade math performance above both state and county CAASPP averages.

Domains to improve in sixth grade math - The data on sixth grade Math would indicate that NSES did well on all three domains when compared to the county but have some area to improve when compared to the

state averages. The difference between NSES and state averages is slight but still indicates some needed growth. The most significant difference is in Communicating Reasoning domain. NSES had 15.49% of student above standard while state average shows 19.53% above standard. We will close this gap by offering students greater opportunity to express their thoughts in reasoning both verbally and written.

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

All district assessments occur as per the pacing guides which are created and collaborated upon in the quarterly grade level meetings which are available to all teachers via a Google Folder. District benchmarks (quarterly) and in class local assessments are used frequently to monitor student progress and adjust pacing to meet the needs of all students. Data is entered into the Educator's Assessment Data Management System (EADMS). Teachers and administrators utilize the EADMS system to identify students in need of additional support. In early elementary (K-2), sight word acquisition assessments are regularly administered. Core curriculum is modified by the teacher to scaffold access to the California Content Standards. Small group instruction for struggling learners is another modification to the regular curriculum.

iReady diagnostic tests are used to formulate instruction and provide areas of need for extra intervention support in English Language Arts in grades K-5. Math assessments from the newly adopted GO Math curriculum and Wonders for ELA are also used quarterly to assess student progress and provide an instructional focus for classroom teaching as well as intervention needs.

Read Naturally is a measure used by which students' competency in basic literacy skills and reading fluency can be assessed on a regular basis. Benchmark testing occurs three times a year and progress monitoring occurs regularly for students with an intensive need for support in English Language Arts. - Data from initial assessments at the beginning of the year would indicate a need for first grade students to put a greater focus on fluency passages. Percentage of students reading fluently at the beginning of their second grade year was only at 60%. This supports the need to support reading fluency at a larger scale in first grade.

Reflex Math data is utilized to determine if students are acquiring the math facts necessary to be successful with grade level standards for grades 1-6. Reflex Math was implemented last year as a result of assessments showing that students in fourth, fifth, and sixth grade were still struggling with basic math facts. This stalled their ability to progress in advanced grade level math concepts. The online program allows students to progress at their academic ability level and tracks their progress for parent, teacher, and student reference.

ESGI is utilized to test kindergarten students quarterly to ensure that they are acquiring the basic kindergarten skills necessary to be prepared and successful in first grade. These skills include letter naming, letter sounds, number recognition, counting, and sight word recognition. When examining ESGI data there was great success in letter naming, letter sound, number recognition, and counting. There is still need for additional instruction in the recognition and comprehension of sight words.

Running Records are utilized quarterly in grades K-3 to ensure students are reading and comprehending at the appropriate grade level standard.

Reading Counts is a school wide reading program where students read books at their independent lexile level and take tests on those books to ensure they are acquiring the necessary grade level comprehension skills.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff

All but one of North Shore Elementary Staff meet the requirements for highly qualified staff as per California standards. One teacher is a preliminary teacher in their second year of a two year induction program.

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

All teachers at North Shore Elementary have access to professional development provided by Bear Valley Unified School District. Training is ongoing and provides in-depth practice and work with California Content Standards. Teachers are encouraged to attend any and all training and teamwork opportunities. These trainings include, but are not limited to, iReady (an online support system for ELA), Go Math (our recent math adoption), Wonders ELA curriculum, English Learner scaffolding (provided by district EL coordinator), as well as additional math and STEM conferences. In addition, all teachers meet each quarter by grade level to discuss pacing, share best practices, analyze common assessments, and plan special projects. For the 2017-2018 year there will be additional opportunities to become better acquainted with NGSS (Next Generation Science Standards).

North Shore elementary has decided to focus on sending selected teachers to the Annual STEAM (Science, Technology, Engineering, Arts, Mathematics) Symposium, CUE (Computer Using Educators) Conference, and Math Conference.

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

NSES offers staff development specifically aligned to address California Content Standards. Teachers are currently attending training for the implementation of a new ELA Curriculum, Wonders ELA by McGraw-Hill, as well as iReady, Step Up To Writing, and additional STEM and math conferences.

Teachers participate in early out collaboration meetings where grade levels meet to analyze data and focus on California Content standards based instruction. The grade level team works cooperatively to develop goals that target areas that indicated an improvement area in the summative or district assessments. They share their results from authentic assessments that they develop as a team. Intervention teachers also work with grade levels to identify the areas where the students seem to need additional support and pull small groups of students to work on specific domains and standards. Teachers collaborate their lessons to focus on the areas in which students continue to need additional support. For the 17/18 school year, much of the time will be spent understanding and adapting to the recently adopted Wonders ELA curriculum.

Teachers work together to evaluate student work and make instructional decisions based on data. Teachers use the data to develop SMART goals that target areas that need additional instructional support. Teachers use assessments within the Wonders and GoMath curriculums to monitor student achievement.

New teachers participate in the induction program where they are provided an induction coach. This is a two year program that places mentor teachers and beginning teachers together to secure a smooth start in teaching. Pacing guides have been developed for both Math and ELA during quarterly grade level meetings. In addition, all teachers are trained in differentiated and SDAIE strategies to support EL student objectives.

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

Teachers are offered instructional support in the form of content training during staff meetings in order to adapt current materials for CCSS and NGSS. With North Shore Elementary being 1:1 with technology, it is necessary for ongoing support and mentoring within the staff to ensure that technology is being utilized and integrated with daily lessons and curriculum. New teachers are provided induction coaches while they are in their induction program conducted by the Center for Teacher Innovation (CTI) which includes the support of a BVUSD mentor teacher for the two years the new teacher is in the program. Along with weekly coaching, new teachers and their coaches attend several trainings as part of the induction process. BVUSD also provides a curriculum support facilitator to be present at all district wide grade level meetings to help organize curriculum to ensure California Content standards are being implemented, pacing and assessment is consistent across the grade levels, and best practices are shared and demonstrated.

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

All teachers at North Shore Elementary School collaborate with each other with regard to planning for student success. Teachers are provided a half day substitute quarterly so they can participate with grade level teams from the other three elementary schools within Bear Valley Unified. Early release days and staff meetings provide time for collaboration. California Content Standards implementation is a primary focus for all teaching faculty. Staff meetings are held every other week.

Teaching and Learning

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

The district purchases materials aligned with the California State Standards. All teachers at this site use these materials and adapt them to create alignment with standards. The teachers are provided with training for any new materials and state and local multiple measures are used for assessment. The district also conducts and provides weekly early release days to facilitate professional learning communities and communication between grade levels and school sites. The meetings also provide the vehicle for additional curriculum training should the need arise. Teachers were actively involved in selecting new ELA and Math curriculums over the past two years. Both the new GoMath and Wonders ELA curriculum provide rigorous learning opportunities that are aligned with California Content Standards. For the 17/18 school year teachers and administrators are also focusing on the implementation of NGSS (Next Generation Science Standards). As a district, we are focusing on creating a capacity within the staff to implement based on the knowledge of a smaller group of teachers and administrators that have been offered training in the standards and practices of NGSS.

English Language Arts

North Shore elementary students are provided an ELA curriculum that is aligned with the current California Content Standards. McGraw Hill Wonders ELA textbooks and resource materials are provided to all students K-6. ELD instruction is provided for all EL students for no less than 30 minutes per day. NSES continues to participate in research based teaching strategies that focus on English learners. These strategies incorporate standards based planning with full implementation of the curriculum for language arts, mathematics, and English language development. Additional support for students is provided through intervention specialists and individualized support resources like iReady, Reflex Math, RAZ kids, and A-Z Reading.

Mathematics

North Shore students are provided the GoMath curriculum by Houghton Mifflin Harcourt. GoMath is aligned with California Content Standards. Struggling students are provided additional support through iReady Math and access to the intervention specialists.

History/Social Science

Students receive instruction designed to develop historical, ethical, cultural, social, geographical, economic, and political literacy as well as behavior and values that are essential to a democratic society. Primary sources and various genres of literature are used to support student understanding of historical periods, events, places, and people as presented in the district adopted K-8 Houghton Mifflin Social Studies program. Students are also provided Scholastic Weekly Readers which assist in providing additional non-fiction reading as well as access to age appropriate current events.

Science

Students receive instruction in life, earth, and physical science as presented in the K-6 Harcourt Science program. We are also in the beginning stages of implementing NGSS standards. Both fifth and sixth grade are currently piloting the STEM scopes, which is more accurately aligned with NGSS.

STEM

North Shore Elementary recognizes the need to effectively utilize technology in order to fully equip our students to become confident, life-long learners, and responsible productive citizens in a world where technology is constantly changing. North Shore is a 1:1 device school. Every student is provided a device to support the learning experience. K-2 students are each provided an iPad mini. 3-6 students are each provided a Chromebook. K-2 students have also been provided 6 chrome books in each classroom so they learn how to keyboard and set them up for success in future grade levels. Several of the grade levels have also been provided STEM activities that assist in further engaging students in their learning while providing students the opportunity to develop the problem solving skills necessary throughout life. Kindergarten students are provided a Dash and Dot programmable robot in each class as well as access to the BeeBot programmable robots. First grade classes are provided Lego Simple Machines, Dash and Dot, and Legos of engineering projects. and ProBot programable cars. Second grade is provided Ozobots to learn about early coding. Third grade is provided the Lego Wedo 2.0 system that incorporates the entire STEM model. Fourth grade focuses on the place based learning by utilizing the surrounding environment as their classroom. Fifth grade is provided the Lego Simple and Powered machines curriculum. STEM is infused throughout the curriculum at North Shore to ensure that students are challenged and taught to blend their learning throughout all subjects.

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

Instructional minute requirements are met in each classroom at North Shore Elementary. Teachers are required to share with the administrator how instructional minutes are used in individual classrooms to ensure that instructional minutes requirements are being met.

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

District pacing guides are adhered to in each classroom and are developed in quarterly grade level meetings. Interventions are provided by individual classroom teachers as well as intervention teachers. K-3rd grade students are provided pull out intervention by the Intervention Specialist. 4th -6th grade students are provided intervention by the LCAP Intervention Specialist.

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

Over the past two years Bear Valley Unified School District has adopted new math and ELA curriculum for our k-6 students. In the 2016-2017 school year the GO Math by Houghton Mifflin Harcourt was adopted and implemented. In the current 2017-2018 school year the Wonders ELA Curriculum by McGraw Hill was adopted and implemented. Both Curriculums are state approved programs that align with current California Content Standards.

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 students have access to SBE--adopted and standards-aligned instructional materials.

Opportunity and Equal Educational Access

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

Intervention Specialist
LCAP Intervention Specialist
Healthy Start Services
Reading Buddies
Speech Services
After school intervention / homework club
Title One Aides
Parent Volunteers
Reading Counts
iReady ELA
iReady Math
Reflex Math

14. Research-based educational practices to raise student achievement

North Shore Elementary provides targeted intervention groups in phonemic awareness with SRA Corrective reading, Read Naturally, and iReady. Teachers also use Reading Counts and other technology based programs to support all learners and their individual needs.

Strategies to promote student engagement are also utilized such as individualized and small group instruction, technology, and multi-media.

In addition, iReady, an online reading support program was purchased for all K - 6th graders. This program provides individualized, targeted, computer adaptive lessons and instructional support. Students can work independently through the lessons and are administered three diagnostic assessments throughout the year as well as regularly scheduled growth monitoring assessments. The complementary materials, Reading Common Core, were also purchased and will be used throughout 2nd - 6th grade as additional support to the English Language Arts curriculum.

Parental Involvement

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

The North Shore Eagle Boosters provides school wide financial support for programs that are difficult to finance through district funds. The school-wide intervention program supports students at every grade level. The newly implemented iReady program provides students with individualized support through a website that can be accessed at home or at school. Parents and families are encouraged to support students in the classroom through the volunteer program.

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)

All parents are invited to attend School Site Council meetings to assist in the development of The Single Plan for Student Achievement. Teacher input is solicited and required during staff meetings and professional development days. Teachers are an integral part of the development of SMART goals that are designed to ensure that all students succeed. Goals and the site plan are also discussed at booster meetings to allow every opportunity for parents and community to have input on the Single Plan for Student Achievement.

Funding

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

Services supported by categorical funds include intervention specialists, instructional aides, afterschool intervention opportunities, increased technology, teacher collaboration time, and supplemental standards based materials.

18. Fiscal support

Fiscal support comes from Local Control Funding Formula Base and Supplemental and Concentration Grant monies, Title I and Title III, private donations and fundraising.

Description of Barriers and Related School Goals

North Shore Elementary has been able to maintain a high enrollment after a significant increase during the 2016-2017 school year. The expanded enrollment continues to have its benefits and challenges. In trying to meet the school goals of increasing student achievement, the large student population makes it more of a challenge to meet the individual needs of students. This is especially challenging to meet the needs of struggling students. There have also been some logistical challenges that have compelled the administration and staff to become more creative with how we utilize space and maximize intervention resources and budget to better serve student intervention needs. Last year North Shore also employed new teachers to ensure the 24:1 student/teacher ratio was met. Ensuring these teachers receive the appropriate support and professional development necessary to meet the needs of students is an ongoing process. Additional student support and teacher trainings are required to ensure everyone's success. We are excited by the academic growth that was made in the 2016-2017 school year and look forward to meeting these challenges with the same positive energy for the 2017-2018 school year.

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	73	60	68	68	58	66	68	58	66	93.2	96.7	97.1
Grade 4	77	67	72	73	66	70	73	66	70	94.8	98.5	97.2
Grade 5	66	68	89	63	67	89	63	67	89	95.5	98.5	100
Grade 6	68	65	73	66	62	71	66	62	71	97.1	93.9	97.3
Grade 7	2			0			0			0.0		
All Grades	286	260	302	270	253	296	270	253	296	94.4	96.9	98

* 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	2398.1	2412.5	2423.9	12	19	19.70	25	24	25.76	26	28	25.76	37	29	28.79
Grade 4	2449.7	2422.1	2458.1	18	11	20.00	22	20	25.71	30	26	15.71	30	44	38.57
Grade 5	2493.5	2465.6	2490.3	11	6	16.85	38	30	32.58	21	21	20.22	30	43	30.34
Grade 6	2521.0	2522.5	2528.7	8	13	12.68	35	34	42.25	41	26	23.94	17	27	21.13
Grade 7	*			*			*			*			*		
All Grades	N/A	N/A	N/A	12	12	17.23	30	27	31.76	30	25	21.28	29	36	29.73

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	15	28	18.18	43	41	51.52	43	31	30.30
Grade 4	15	15	25.71	58	39	52.86	27	45	21.43
Grade 5	21	16	21.35	48	46	44.94	32	37	33.71
Grade 6	14	11	21.13	56	56	52.11	30	32	26.76
Grade 7	*			*			*		
All Grades	16	17	21.62	51	46	50.00	33	37	28.38

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	9	16	21.21	54	41	48.48	37	43	30.30
Grade 4	8	9	17.14	59	39	45.71	33	52	37.14
Grade 5	21	3	20.22	60	49	52.81	19	48	26.97
Grade 6	15	27	15.49	65	47	61.97	20	26	22.54
Grade 7	*			*			*		
All Grades	13	13	18.58	60	44	52.36	27	42	29.05

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	9	19	16.67	68	60	71.21	24	21	12.12
Grade 4	16	14	17.14	62	59	61.43	22	27	21.43
Grade 5	11	13	11.24	71	66	67.42	17	21	21.35
Grade 6	11	11	15.49	73	81	64.79	17	8	19.72
Grade 7	*			*			*		
All Grades	12	14	14.86	68	66	66.22	20	19	18.92

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	16	19	22.73	51	53	56.06	32	28	21.21
Grade 4	15	11	24.29	67	64	48.57	18	26	27.14
Grade 5	24	15	23.60	60	60	52.81	16	25	23.60
Grade 6	11	23	32.39	77	66	52.11	12	11	15.49
Grade 7	*			*			*		
All Grades	16	17	25.68	64	61	52.36	20	23	21.96

Conclusions based on this data:

1. 3rd

Growth - The information gathered from the 2016-2017 CAASPP indicated that third grade ELA has shown consistent growth over the past three years. The mean scale score increased from 2398 in 14/15, to 2412 in 15/16, and finally 2424 in 16/17. Percentage of students that exceeded or met ELA standards in 2016/2017 was 45.46%. State average was 43.9% and county was 37.82%. That places North Shore third grade ELA performance above both state and county CAASPP averages.

4th

Growth - The information gathered from the 2016-2017 CAASPP indicated that fourth grade ELA has shown growth from the previous year. The mean scale score increased from 2422 in 15/16, to 2458 in 16/17. There was a drop from 2449 in 14-15 to 2422 in 15-16. This would indicate that even with the decrease in 15-16, North Shore fourth grade scores are now back on track and even above the previous high score in 14-15. Percentage of NSES students that exceeded or met ELA standards in 2016/2017 was 45.17%. State average was 45.06% and county average was 38.97%. That places North Shore fourth grade ELA performance above both state and county CAASPP averages.

5th

Growth - The information gathered from the 2016-2017 CAASPP indicated that fifth grade ELA has shown growth from the previous year. The mean scale score increased from 2465 in 15/16 to 2490 in 16/17. There was a drop from 2493 in 14-15 to 2465 in 15-16. This would indicate that even with the drop in 15-16, North Shore fifth grade scores are now back on track and even above the previous high score in 14-15. Percentage of students that exceeded or met ELA standards in 2016/2017 was 49.43%. State average was 46.54% and county average was 40.25%. That places North Shore fifth grade ELA performance above both state and county CAASPP averages.

6th

Growth - The information gathered from the 2016-2017 CAASPP indicated that sixth grade ELA has shown consistent growth over the past three years. The mean scale score increased from 2521 in 14/15, to 2522 in 15/16, and finally 2528 in 16/17. Percentage of students that exceeded or met ELA standards in 2016/2017 was 54.93%. State average was 47.03% and county was 40.7%. That places North Shore sixth grade ELA performance above both state and county CAASPP averages.

2. 3rd

Domains to Improve in third grade ELA - The data on the third grade ELA domains would indicate appropriate growth and performance when compared to state averages, however there is some concerns in the listening domain. The percent of students above standard in listening decreased from 19% in 15/16 to 16.67% in 16/17. The percent of at or near standard in listening did increase by 10 percentage points. The concern is that we need to continue to meet the needs of our higher level students. Teachers will ensure that we are engaging our higher achieving students by supplying learning opportunities that will focus on their listening skills.

4th

Domains to improve in fourth grade ELA - The data on fourth grade ELA domains indicate that there is strong growth in reading and writhing. The greatest concern would be research/inquiry. The percentage of students below standard increased from 26% in 15/16 to 27.14 in 16/17. North Shore fourth grade team will put a greater focus on ensuring students have greater opportunities to refine their researching skills by providing more opportunities examining non-fiction reading material and reporting on their findings.

5th

Domains to improve in fifth grade ELA - The data on fifth grade ELA domains indicate that there was strong growth in reading and writing, however there is some need for improvement in both listening and research/inquiry. Percentage of students that were below standard in listening was 21% in 15/16 and remained at 21% in 16/17. Percentage of students that were below standard in research/inquiry only decreased by 1.5% from 15/16 to 16/17. The North Shore fifth grade team will focus on creating rigorous learning opportunities for students to refine their listening skills and improve their understanding of how to research using non-fiction reading materials.

6th

Domains to Improve in sixth grade ELA - The data on sixth grade ELA domains would indicate good growth in both reading and writing. There is area for improvement in both listening and research/inquiry. Students below standard in listening increased from 8% in 15/16 to 19.72% in 16/17. However, when comparing cohort group data in 15/16 the increase is only 2%. Students below standard in research/inquiry increased from 11% in 15/16 to 15.49 in 16/17. There is, however improvement in the cohort which students below standard dropped from 25% in their 15/16 fifth grade year to 15.49% in their 16/17 sixth grade year.

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	73	60	68	69	58	66	69	58	66	94.5	96.7	97.1
Grade 4	77	67	72	73	66	70	73	66	70	94.8	98.5	97.2
Grade 5	66	68	89	62	67	89	62	67	89	93.9	98.5	100
Grade 6	68	65	73	66	62	71	66	62	71	97.1	93.9	97.3
Grade 7	2			0			0			0.0		
All Grades	286	260	302	270	253	296	270	253	296	94.4	96.9	98

* 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	2394.1	2397.9	2417.6	9	7	6.06	16	21	36.36	33	33	27.27	42	40	30.30
Grade 4	2427.0	2404.7	2440.8	1	2	5.71	21	8	27.14	47	38	32.86	32	53	34.29
Grade 5	2441.7	2439.0	2463.2	0	0	8.99	8	9	11.24	31	33	34.83	61	58	44.94
Grade 6	2507.6	2506.1	2517.1	9	13	15.49	23	18	22.54	30	42	32.39	38	27	29.58
Grade 7	*			*			*			*			*		
All Grades	N/A	N/A	N/A	5	5	9.12	17	13	23.31	36	36	32.09	43	45	35.47

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	16	14	18.18	39	45	45.45	45	41	36.36	
Grade 4	7	2	15.71	38	26	38.57	55	73	45.71	
Grade 5	0	0	13.48	21	24	24.72	79	76	61.80	
Grade 6	11	15	22.54	39	35	38.03	50	50	39.44	
Grade 7	*			*			*			
All Grades	9	7	17.23	35	32	35.81	57	61	46.96	

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	12	14	28.79	41	40	39.39	48	47	31.82
Grade 4	5	5	15.71	55	39	44.29	40	56	40.00
Grade 5	5	1	10.11	37	45	42.70	58	54	47.19
Grade 6	15	11	15.49	48	53	49.30	36	35	35.21
Grade 7	*			*			*		
All Grades	9	8	16.89	46	44	43.92	45	48	39.19

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	10	21	22.73	58	50	54.55	32	29	22.73
Grade 4	7	2	11.43	40	47	54.29	53	52	34.29
Grade 5	2	3	7.87	39	43	48.31	60	54	43.82
Grade 6	14	11	15.49	59	61	56.34	27	27	28.17
Grade 7	*			*			*		
All Grades	8	9	13.85	49	50	53.04	43	41	33.11

Conclusions based on this data:

1. 3rd

Growth - The information gathered from the 2016-2017 CAASPP indicated that third grade math has shown consistent growth over the past three years. The math mean scale score increased from 2394 in 14/15, to 2398 in 15/16, and finally 2417 in 16/17. Percentage of students that exceeded or met math standards in 2016/2017 was 42.42%. State average was 46.83% and county was 38.38%. That places North Shore third grade math performance above county average but still 4 percentage points below state average.

4th

Growth - The information gathered from the 2016-2017 CAASPP indicated that fourth grade Math has shown growth from the previous year. The mean scale score increased from 2404 in 15/16, to 2440 in 16/17. There was a drop from 2427 in 14-15 to 2404 in 15-16. This would indicate that even with the decrease in 15-16, North Shore fourth grade math scores are now back on track and even above the previous high score in 14-15. Percentage of NSES students that exceeded or met math standards in 2016/2017 was 32.85%. State average was 40.45% and county average was 30.85%. That places North Shore fourth grade ELA performance above county but still 8 percentage points below state averages.

5th

Growth - The information gathered from the 2016-2017 CAASPP indicated that fifth grade math has shown growth from the previous year. The mean scale score increased from 2439 in 15/16 to 2463 in 16/17. There was a drop from 2441 in 14-15 to 2439 in 15-16. This would indicate that even with the drop in 15-16, North Shore fifth grade scores are now back on track and even above the previous high score in 14-15. Percentage of students that exceeded or met math standards in 2016/2017 was 20.23%. State average was 33.83% and county average was 24.47%. That places North Shore fifth grade math performance below both state and county averages.

6th

Growth - The information gathered from the 2016-2017 CAASPP indicated that sixth grade math has shown growth from the previous year. The mean scale score increased from 2506 in 14/15, to 2517 in 16/17. There was a slight decrease from 2507 in 14/15 to 2506 in 15/16. This would indicate that even with the decrease in 15/16, North Shore sixth grade scores are now back on track and even above previous high score in 14/15. Percentage of students that exceeded or met math standards in 2016/2017 was 38.03%. State average was 36.48% and county was 27.94%. That places North Shore sixth grade math performance above both state and county CAASPP averages.

2. 3rd

Domains to improve in third grade math - The data on the third grade math domains would indicate that North Shore is slightly above county averages on all three domains but have some area to improve when compared to state averages. The primary area of concern is in the above standard category for Concepts and Procedures. Third grade above standard category did improve over the the past three years from 16% in 14-15 to 18.18% in 16-17, however this is below the state average of 31.64% for above standard. This would indicate that as a third grade team we need to ensure that we are challenging our students to successfully grasp applying mathematical concepts and procedures. This will be accomplished by focusing on this standard trough further data analysis, sample questions, and providing the necessary instruction and remediation to support student success. In the problem solving and communicating reasoning domains North Shore exceeded state averages in the above standard category.

4th

Domains to improve in fourth grade math - The data for fourth grade math domains would indicate that there has been small consistent growth over the past three years for all three domains. There is some concern when comparing to state averages. In the above standard category North Shore is below state averages on all three domains. Above standard state average for Concepts and Procedures is 26.81% compared to NSES at 15.71%. Above standard state average for Problem Solving is 20.13% compared to NSES at 15.71%. Above standard state average for Communicating Reasoning is 22.42% compared to NSES at 11.43%. This should improve as teachers and students become more acclimated to the new GoMath curriculum, however it will also be necessary to further exam the specifics of each standard to ensure that we are offering students every opportunity to succeed with any supplementary interventions and support.

5th

Domains to improve in fifth grade math - The data from fifth grade Math domains indicate that there is slight growth over the past three years on all three domains, however this is still below state and county averages in the above standard category. NSES above standard percentage in Concepts and Procedures is at 13.48% while the state average is 23.17%. NSES above standard percentage in Problem Solving is 10.11% while the state average is 18.07%. NSES above standard percentage in Communicating Reasoning is 7.87% while the state average is 16.83%. We celebrate the growth that has been made but there is still much work to be done. North Shore will address this need by ensuring that lessons are appropriately aligned to the domains and supported with interventions that will give students the necessary skills to succeed.

6th

Domains to improve in sixth grade math - The data on sixth grade Math would indicate that NSES did well on all three domains when compared to the county but have some area to improve when compared to the state averages. The difference between NSES and state averages is slight but still indicates some needed growth. The most significant difference is in Communicating Reasoning domain. NSES had 15.49% of student above standard while state average shows 19.53% above standard. We will close this gap by offering students greater opportunity to express their thoughts in reasoning both verbally and written.

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												***			
1	6	6	8	44	35	46	31	29	23	19	18	23		12	
2	5		5	20	25	32	55	38	42	10	25	11	10	13	11
3	5		12	30	35	35	40	41	41	15	12	12	10	12	
4	7	5	21	36	48	50	29	29	21	21	10	7	7	10	
5	30	33	25	50	33	45	10	25	20		8	10	10		
6	18	15	15	55	69	54	18	15	23	9		8			
Total	10	8	14	36	41	42	34	30	29	13	13	12	7	8	2

Conclusions based on this data:

1. Results of examining the CELDT data would indicate that NSES greatest area of success is in Listening, with 60% of tested students positive movement in their scores. The greatest area of concern would be in speaking. Only 46.25% of students showed positive movement in their scores from 25-16 to 16-17. 51% of students showed no movement in the speaking category. As a school we need to focus on SDAI strategies that will offer strategic speaking opportunities to support their language acquisition. One of our areas of strong growth is moving students from beginning to early intermediate. Our area of needed growth is moving students from early advanced to advanced. As a school we will look closer at how we are challenging our higher level EL students to support them in their English language acquisition and be able to apply it to their academics.

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
K				10	6		40	17		15	67		35	11	
1	6	13		39	30		33	30		17	17		6	9	
2	5			18	29		50	35		9	24		18	12	
3	5	10		29	35		38	35		14	10		14	10	
4	7	4		36	48		29	26		21	13		7	9	
5	30	33		50	33		10	25			8		10		
6	18	15		55	69		18	15		9					
Total	8	10		30	35		34	27		13	21		15	8	

Conclusions based on this data:

- Results of examining the CELDT data would indicate that NSES greatest area of success is in Listening, with 60% of tested students positive movement in their scores. The greatest area of concern would be in speaking. Only 46.25% of students showed positive movement in their scores from 25-16 to 16-17. 51% of students showed no movement in the speaking category. As a school we need to focus on SDAI strategies that will offer strategic speaking opportunities to support their language acquisition. One of our areas of strong growth is moving students from beginning to early intermediate. Our area of needed growth is moving students from early advanced to advanced. As a school we will look closer at how we are challenging our higher level EL students to support them in their English language acquisition and be able to apply it to their academics.

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 and #2. Goal #1: Increase percent of students who are on track to graduate college and career ready. Goal #2: Provide an education setting that is conducive to learning.

SCHOOL GOAL #1:

By the end of the 2017/2018 school year, the percentage of students that meet or exceeded standards on the English Language Arts CAASPP Summative Assessment will increase by the following amounts.

Primary Goals for the 2017/2018 school year:

- K: 80% of students will read at a running record level 5 as measured by Reading Recovery Leveled assessment.
- 1st: 80% of students will read at a running record level 17 as measured by Reading Recovery Leveled assessment.
- 2nd: 80% students will read at a running record level 22 as measured by Reading Recovery Leveled assessment.

Cohort CAASPP Goal

- 3rd Grade - Not applicable
- 4th Grade - 16/17 Score - 46% ---- 17/18 Cohort Goal - 51%
- 5th Grade - 16/17 Score - 46% ---- 17/18 Cohort Goal - 51%
- 6th Grade - 16/17 Score - 50% ---- 17/18 Cohort Goal - 55%

Grade Level CAASPP Goal

- 3rd - state/NSES - 43%/46% - Goal is 51%.
- 4th - state/NSES - 44%/46% - Goal is 51%
- 5th - state/NSES - 49%/50% - Goal is 55%.
- 6th - state/NSES - 48%/55% - Goal is 60%

Last year goals

From 2015 to 2016 third grade increased from 37% to 43%. The third grade goal for 2017 was 53%.

Fourth 2015 to 2016 fourth grade decreased from 40% to 31%. The fourth grade goal for 2017 was 41%.

Fifth 2015 to 2016 fifth grade decreased from 49% to 36%. The fifth grade goal for 2017 was 46%.

Sixth 2015 to 2016 sixth grade increased from 43% to 47%. The sixth grade goal for 2017 was 57%.

Data Used to Form this Goal:

2016-2017 CELDT results, 2016-2017 CAASPP results, baseline district benchmarks for quarters 2,3 and 4, ESGI, Running Records, SRI, iReady, and teacher input.

Findings from the Analysis of this Data:

Analysis of data indicates that students need more opportunity to research and respond to non-fiction reading material as well as refine their listening skills. As a school NSES had good growth in Reading and Writing.

How the School will Evaluate the Progress of this Goal:

Development and use of CCSS quarterly assessments.
 Assessments will be administered with fidelity across tested grade levels and the data entered into EADMS. 2016-17 data will be analyzed against baseline assessments.
 Progress monitoring tools such as: ESGI, SRI, iReady, fluency, and Running Records will be used in addition to the quarterly assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will incorporate a literacy model that includes explicit instruction, practice, and ongoing monitoring in comprehension, vocabulary, fluency, phonemic awareness, phonics, and writing, which will support the California Content Standards. All K-5 teachers will continue to implement the usage of iReady in their classrooms to support an individualized approach to student success in ELA. Teachers will ensure that students are provided the appropriate amount of time on	2017-2018 Ongoing	Principal and Teachers	ESGI	4000-4999: Books And Supplies	District Funded	
			A-Z Reading	4000-4999: Books And Supplies	Title I	500
			iReady	4000-4999: Books And Supplies	District Funded	
			Spelling City	4000-4999: Books And Supplies	Title I	579

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>iReady to allow students the opportunity to acquire the skills necessary to meet the academic standards.</p> <p>Provide vocabulary/spelling support with Spelling City</p>						
<p>Maintain Title One Interventionist and three Title One Instructional Aides. Identified students will receive extra support from the intervention specialists, instructional aides, cross age tutors, parent volunteers, and small group instruction to reinforced re-teach specific skills.</p>	2017-2018 ongoing	Principal, Intervention Specialist, and Instructional Aides	Title one interventionist salary (50% title one). Title one intervention specialist will provide support of identified students	1000-1999: Certificated Personnel Salaries	Title I	57685
			Instructional Aides	2000-2999: Classified Personnel Salaries	Title I	16191
<p>Curriculum and supplemental support</p> <p>Provide Ready Common Core Curriculum for grade levels as requested to support the California Content standards. Students will be provided the workbooks necessary to ensure that the adopted standards are being explicitly taught and supported.</p>	2017-2018	Principal and Executive Director of Educational Services	Ready Common Core is a supplemental support curriculum that is directly aligned to the California Content Standards. 3-6 is to be paid with district funds.	4000-4999: Books And Supplies	Title I	1500
<p>Increase the amount of non-fiction reading material available to students so students can relate to real world problem solving and adapt to</p>	2017-2018	Title 1 Teacher, LCAP Intervention Specialist, and Instructional Aides	Provide all students k-6 with Scholastic Magazine Weekly Reader	0001-0999: Unrestricted: Locally Defined	Title I	3500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
responding to non-fiction reading.			Purchase additional non-fiction books for the school library.	4000-4999: Books And Supplies	Title I	2800
Technology Support K-2 students with the technology that will prepare them for future success with web based curriculum and assessments. Continue to support the district wide commitment to provide a iPads for k-2 students and chrome books for 4-6 students.	2017-2018	Principal and K-2 teachers	Purchase 30 Chromebook to accommodate the additional sixth grade classroom Purchase device cart to secure all student devices.	4000-4999: Books And Supplies 4000-4999: Books And Supplies	Title I Title I	8000 600
Professional Learning Communities Teachers will work in grade level teams and school level teams to examine assessment data, student work, and observational data to ensure that instruction leads to expected student learning outcomes.	2017-2018	Principal and Teachers	Provide substitutes as necessary for quarterly meetings.	1000-1999: Certificated Personnel Salaries	District Funded	

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: Mathematics**LEA/LCAP GOAL:**

This goal supports the District LCAP Goal #1 and #2. Goal #1: Increase percent of students who are on track to graduate college and career ready. Goal #2: Provide an education setting that is conducive to learning.

SCHOOL GOAL #2:

By the end of the 2017/2018 school year, the percentage of students that meet or exceeded standards on the Mathematics CAASPP Summative Assessment will increase by the following amounts.

Cohort CAASPP Goal

3rd Grade - Not applicable

4th Grade - 16/17 Score - 42% ---- 17/18 Cohort Goal - 47%

5th Grade - 16/17 Score - 33% ---- 17/18 Cohort Goal - 38%

6th Grade - 16/17 Score - 20% ---- 17/18 Cohort Goal - 35%

Grade Level CAASPP Goal

3rd - state/NSES - 46%/42% - Goal is 47%.

4th - state/NSES - 38%/33% - Goal is 38%

5th - state/NSES - 33%/20% - Goal is 33%.

6th - state/NSES - 35%/38% - Goal is 43%

Previous year goals

From 2015 to 2016 third grade increased from 25% to 28%. The third grade goal for 2017 is 38%.

From 2015 to 2016 fourth grade decreased from 22% to 10%. The fourth grade goal for 2017 is 22%.

Fifth 2015 to 2016 fifth grade increased from 8% to 9%. The fifth grade goal for 2017 is 19%.

Sixth 2015 to 2016 sixth grade decreased from 32% to 31%. The sixth grade goal for 2017 42%.

Data Used to Form this Goal:

2016-2017 CELDT results, 2016-2017 CAASPP results, baseline district benchmarks for quarters 1 and 2, and teacher input.

Findings from the Analysis of this Data:

By analyzing this data, it was apparent that there is a need to adopt a district-wide aligned curriculum while continuing to increase the quality and rigor of instruction to effectively implement the California Content 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 2015/2016 CAASPP Summative Assessment the findings are as follows:

How the School will Evaluate the Progress of this Goal:

Development and use of CCSS quarterly assessments.

Assessments will be administered with fidelity across tested grade levels and the data entered into EADMS. 2016-2017 data will be analyzed against baseline assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to support full implementation of n GO Math curriculum through professional development, quarterly district grade level meeting, and site grade level collaboration.	2017-2018 Ongoing	Principal, Teachers, and Director of Educational Services	See centralized expenditures.			
Implement math supports for all students to ensure that they are acquiring the basic math facts skills necessary for more advanced equations and word problems. Students will be provided individualized math support through a software program that will allow them to progress or practice math their own pace. Teachers will also be supported with the necessary support materials.	2017-2018	Principal and teachers	Purchase Reflex Math so all students can have online access to math facts practice.	4000-4999: Books And Supplies	Title I	2995
			Purchase math manipulatives.	4000-4999: Books And Supplies	Title I	1500
Support all Special Education Students and Title One students that are struggling to make grade level math standards with an individualized program that will allow	2017-2018	Principal, Special Education Teachers, and intervention specialists.	Purchase iReady Math Licenses for struggling students.	4000-4999: Books And Supplies	Title I	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
students to work at their academic level to gain the skills necessary.						

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 Language Learners
LEA/LCAP GOAL:
This goal supports the District LCAP Goal #1 and #2. Goal #1: Increase percent of students who are on track to graduate college and career ready. Goal #2: Provide an education setting that is conducive to learning.
SCHOOL GOAL #3:
By the end of the 2017/2018 school year, the number of English Learner students that meet or exceeded standards on the English Language Arts CAASPP Summative Assessment will increase by 10 percentage points.
Data Used to Form this Goal:
CELDT and CAASSP Data, and District Benchmarks.
Findings from the Analysis of this Data:
On the 2015-2016 CAASSP test our English Learners are an underperforming subgroup.
How the School will Evaluate the Progress of this Goal:
2016-2017 CAASPP data, 2017 CELDT data, district benchmarks, and progress monitoring.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase software that enables ELD coordinators, teachers, and administrators to effectively monitor ELD student performance and ensure that we are meeting their language acquisition needs, as well as ensure that we are addressing their unique strengths and challenges. The software should also monitor students during their post reclassification required monitoring period.	2017-2018		Purchase Elevation Education software. Cost to be shared by the district and other school sites with ELD significant subgroups.	4000-4999: Books And Supplies	Title III	1450

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Improve parent communication through ELAC and DELAC parent teacher groups and provide parents with language appropriate written communication.						
English Learners will receive a minimum of 30 minutes per day of English Language Development using approved curriculum and materials.	2017-2018 Ongoing	EL Coordinator, Teachers, and Principal				
Provide identified ELD students with the technology necessary to ensure that they have access to programs that would assist in their language acquisition.	2017-2018	Principal, EL Coordinator	Purchase additional Chrome books that are to be specifically used during ELD instruction.	4000-4999: Books And Supplies	Title III	2400

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: Science, Technology, Engineering, and Math (STEM)
LEA/LCAP GOAL:
This goal supports the District LCAP Goal #1 and #2. Goal #1: Increase percent of students who are on track to graduate college and career ready. Goal #2: Provide an education setting that is conducive to learning.
SCHOOL GOAL #4:
Increase STEM literacy for all students by developing and expanding opportunities for students to participate in integrated cross curricular STEM based activities.
Data Used to Form this Goal:
Parent community input via School Site Council and NSES Eagle Boosters. Community input during LCAP community forums indicated this a high priority area for our families. Data from the US Department of Labor Statistics and the California Development Department about employment projections.
Findings from the Analysis of this Data:
Our families greatly value opportunities for their children to participate in STEM activities. We need to further develop CTE programs that lead to living wage employment either directly through certificates or indirectly through higher education. Occupational and wage data indicates a strong outlook for STEM related careers. We can provide young students with a strong foundation that will allow them to thrive in STEM activities and courses as they progress into middle school, high school, and beyond.
How the School will Evaluate the Progress of this Goal:
End of year data about student participation in STEM and enrichment opportunities.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop a robotics program that begin at early elementary and develop over a three year period into upper grades. Robotics programs must include a curriculum that is aligned to support California Content Standards. Lego WeDo 2.0 and Simple Machines- The program is designed for second through fourth grade elementary	2017-2018 ongoing	Principal and teachers	Purchase Lego Wedo 2.0 robotics for second and third grade classes.	4000-4999: Books And Supplies	Title I	6000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
classrooms. All projects are hands on and include a comprehensive curriculum that supports and engages students in science, engineering, technology and coding.						
Science Camp All sixth grade students will participate in a 4 day overnight science camp through High Trails Science Camp. The camp is a science and ecology based program that is based one the California Content Standards and are taught from thoughtful and detailed lesson plans in interactive and experiential ways.	2017-2018 ongoing	Principal and Teachers	Provide all sixth grade students the opportunity to attend High Trails Science Camp	None Specified	Donations	
Coding Develop on ongoing coding program for k-6 students that includes a systemic approach to ensure that students are building on computer science skills at each grade level. We will utilize the Code.org program. The Code.org program includes lessons that align to all relevant computer science standards, as well as to the ISTE standards. They additionally reinforce concepts and skills tough in other subject areas by integrating math, ELA, and science standards.						
NGSS Implementation the Next Generation Science Standards offers a vision of science classrooms where students learn the core ideas and crosscutting concepts	2017-2018 Ongoing	Principal and Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>of science through engagement in the practices of science and engineering. The nature of instruction require North Shore Elementary to reevaluate our approach to how we present science curriculum to students.</p> <p>For the 2017-2018 it is our goal to develop and support a vision of instruction that is consistent with the NGSS Framework. As we move towards full implementation we will start with the following for 2017-2018:</p> <ul style="list-style-type: none"> • Deepening Understand of NGSS Unpacking Standards • Planning instruction around NGSS <p>Applying available curriculum with the crosscutting concepts of NGSS.</p> <p>This will be accomplished during Thursday early out professional development days.</p>						
<p>Support profession development of teachers by providing opportunities to improve their teaching of science and STEAM activities by attending conferences.</p>	2017-2018	Principal and Teachers	Send at least three teachers to the annual STEAM Symposium	0000: Unrestricted	None Specified	2500
			Send at least six teachers to the annual CUE conference	0000: Unrestricted	None Specified	4000

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 Mathematics and English
SCHOOL GOAL #1:
<p>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:</p> <p>3rd grade: from 44% to 48%</p> <p>4th grade: from 38% to 48%</p> <p>5th grade: from 33% to 43%</p> <p>6th grade: from 43% to 48%</p> <p>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:</p> <p>3rd grade: from 44% to 48%</p> <p>4th grade: from 26% to 46%</p> <p>5th grade: from 15% to 32%</p> <p>6th grade: from 32% to 36%</p>

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
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:
<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 % 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).	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.	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. (Total allocation for all Title I schools: Big Bear Elementary, Baldwin Lane Elementary, North Shore Elementary, Big Bear Middle School, Chautauqua Continuation High School)

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.	2017-2018	Executive Director of Educational Services	10% for Professional Development	5800: Professional/Consulting Services And 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.	5800: Professional/Consulting Services And 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
None Specified	6,500.00
Title I	103,850.00
Title III	3,850.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	6,500.00
0001-0999: Unrestricted: Locally Defined	3,500.00
1000-1999: Certificated Personnel Salaries	57,685.00
2000-2999: Classified Personnel Salaries	16,191.00
4000-4999: Books And Supplies	30,324.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0000: Unrestricted	None Specified	6,500.00
0001-0999: Unrestricted: Locally Defined	Title I	3,500.00
1000-1999: Certificated Personnel Salaries	Title I	57,685.00
2000-2999: Classified Personnel Salaries	Title I	16,191.00
4000-4999: Books And Supplies	Title I	26,474.00
4000-4999: Books And Supplies	Title III	3,850.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	91,355.00
Goal 2	6,495.00
Goal 3	3,850.00
Goal 4	12,500.00

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
Manny Marquez	X				
Julie Chatham		X			
Bonnie Langelier		X			
Teresa Porter		X			
Cheryl Harrell			X		
Wendy Cory				X	
Greg Glicke				X	
Maria Gonzales				X	
Michelle Payton				X	
Jared Cheek				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.

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on November 8, 2017.

Attested:

<p>Manny Marquez</p> <p>_____ <small>Typed Name of School Principal</small></p>	 <p>_____ <small>Signature of School Principal</small></p>	<p>11/8/17</p> <p>_____ <small>Date</small></p>
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<p>Cheryl Harrell</p> <p>_____ <small>Typed Name of SSC Chairperson</small></p>	 <p>_____ <small>Signature of SSC Chairperson</small></p>	<p>11/8/17</p> <p>_____ <small>Date</small></p>
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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