SINGLE PLAN FOR STUDENT ACHIEVEMENT

FOR

2017-2018

Big Bear Middle School

Contact Information:
Shelley Bassham, Principal
shelley_bassham@bearvalleyusd.org
Big Bear Middle School
41275 Big Bear Blvd
Big Bear Lake, CA 92315
(909) 866 4634

The Single Plan for Student Achievement

School: Big Bear Middle School

CDS Code: 36676376035463

District: Bear Valley Unified School District

Principal: Shelley Bassham

Revision Date: 9/2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

Contact Person: Shelley Bassham

Position: Principal

Phone Number: (909) 866-4634

Address: 41275 Big Bear Blvd
Big Bear Lake, CA 92315

E-mail Address: shelley_bassham@bearvalleyusd.org

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

Table of Contents

School Vision and Mission

Big Bear Middle School's Vision and Mission Statements
BBMS Vision Statement
Big Bear Middle School is a place where the staff supports students to achieve the standards, live up to their individual potential, appreciate life, and meet the challenges of the world in a safe, positive environment characterized by mutual respect and equal opportunity for all.

BBMS Mission Statement
Embracing the nature of adolescents, the mission of Big Bear Middle School is to educate our students to achieve the standards and be productive citizens.

BBMS Daily Slogan
"Make it a great day or not, the choice is yours."

PBIS (Positive Behavior Intervention Support) Slogan
"BBMS ROCKS" (Respect, Opportunity, Citizenship, Kindness, and Safety)

Our Core Beliefs
*Students are our first priority.
*Adults make a difference in the life of a child, and all students benefit from family and community support.
*A clear and consistent understanding of high expectations improves student performance and behavior.
*Our teachers use a variety of instructional strategies, aligned with grade-level standards, to ensure our students experience a challenging academic program.

Upon promotion from BBMS, our goal is for every student to be able to...
*Meet grade level standards in all subjects.
*Achieve workplace competencies.
*Use a variety of analytical and creative thinking skills to make decisions, solve problems, and continue on a path of life-long learning.
*Use technology intelligently and efficiently.
*Display responsibility, self-esteem, emotional intelligence, self-discipline, and integrity.
*Maintain physical fitness and good health.

District Slogan
"Educate-Inspire-Prepare!"

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

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

District Core 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.

School Profile

Big Bear Middle School is located in Big Bear Lake and serves students in grades seven through eight following a modified traditional calendar. At the beginning of the 2016-2017 school year, a total of 364 students are enrolled including 66.7% of students who qualify for free or reduced meals, 12.6% of students who qualify for special education services, and 12.4% English Learners. In the current 2017-2018 school year, a total of 342 students are enrolled including 65% of students who qualify for free or reduced meals, 14.3% who qualify for special education services, and 14% English Learners.

In 2015, we became a Gold Ribbon School recognized for our "STEM for ALL" (Science, Technology, Engineering and Math) program by the California Department of Education (CDE). We also received a Title 1 Academic Achievement Award and were one of three secondary schools in California to be recognized as a "Healthy Kids" school. Nearly 50% of our student body is enrolled in a STEAM (Science, Technology, Engineering, Arts, Math) elective and everyone has access to our monthly STEM Symposiums. What started as a "STEM Academy" in 2013-14 for one 36 student classroom quickly grew to an award winning school-wide program. In the process, we doubled the number of Robotics teams the second year and are set to triple the teams in 2017-2018. Each year the team has placed in competitions and even took Core Values which is the foundation of the program. "STEM for ALL" transitioned into "STEAM for ALL" over the course of 2015-16 and what would have been the 4th Annual STEM Night at BBMS blossomed into the BVUSD STEAM Night in May 2017 with representation from multiple schools. This growing articulation between schools will bolster academic achievement, help close the achievement gap, and better prepare our students for their future.

Priorities, as defined by staff, include student success (academic, emotional, and social), rigor, and fostering an inclusive, positive school climate. The culture and climate of the school is the foundation for student success. We are a PBIS (Positive Behavior Intervention & Support) school with many programs such as SSA (Safe School Ambassador) and MERIT (Meeting Expectations Realizing Individual Talent) System, Interact, Club Live, and ASB. High expectations and the 4 C's (Critical Thinking, Creativity, Collaboration and Communication) will be seen during classroom visitations. The "Collaborative Model" keeps expectations high for our Special Education students in the least restrictive environment. All students are mainstreamed into the general education classrooms for part, or all of the day, depending on individual needs. We have one Special Day Class (SDC) class which aligns with the mainstream subject area classes to allow for flexibility in scheduling and meeting needs. Targeted Title 1 students comprise 68.1% of the population and are helped during school, during lunch, and after school by our Title 1 Intervention Specialist. Any student struggling academically is able to take a "Core Support" class for additional help in core subjects.The staff is committed to implementing a rigorous, real-world, balanced, standards-based curriculum to ensure each child's success and create life-long learners.

Site Description

Student Demographics

Student Demographic by Ethnicity

Student Subgroup	2014-15	2015-16	2016-17
American Indian or Alaska Native	2 (0.5%)	2 (0.5%)	3 (0.8%)
Asian	6 (1.6%)	5 (1.3%)	3 (0.8%)
Pacific Islander	0 (0.0%)	0 (0.0%)	1 (0.3%)
Filipino	0 (0.0%)	0 (0.0%)	0 (0.0%)
Hispanic or Latino	135 (36.4%)	141 (37.2%)	128 (35.2%)
African American	6 (1.6%)	4 (1.1%)	0 (0.0%)
White (not Hispanic)	210 (56.6%)	220 (58.1%)	218 (59.9%)
Multiple or No Response	3 (0.8%)	0 (0.0%)	0 (0.0%)
Total Enrollment	371	379	364

Students Receiving Free or Reduced Price Meals

	2015-16	2016-17
Number	246	223
Percent	67	65

Parent Education Level

# Responses	2015-16	2016-17
Post Graduate	33	31
College Graduate	58	48
Some College	123	112
HS Diploma	109	74
Not HS Graduate	57	51

Enrollment

School Enrollment Trends

Grades	2014-15	2015-16	2016-17
TK			
K	0	0	
1	0	0	
2	0	0	
3	0	0	
4	0	0	
5	0	0	
6	0	0	
7	188	203	164
8	183	176	200
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	18	18	17	97	106	115
Without Full Credential	0	1	0	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).

Big Bear Middle School completed comprehensive needs assessments of all students enrolled, which included the analysis of student performance in relation to the state academic content standards. During staff development activities, staff meetings, and on early release days, school administrators and the leadership team considered the results of the following to identify areas of strength and weakness:

 Youth Truth Survey: This survey showed results of student attitudes and beliefs about school. While students report that they enjoy coming to school, only 44% of students state that what they learn in school will help them outside of school. 89% of students state that they know that it takes hard work to get good grades, but only 50% believe that teachers know how to explain things in a way that they understand. There were positive statements about making and keeping friends at school, but only 31% of students reported that students treat teachers with respect at BBMS. In addition, only 26% of students stated that they believe teachers understand what their lives outside of school are like. This suggests that additional work needs to be done to build relationships between students and teachers, through programs like SSA, enrichment, and extra-curricular activities. Changing the focus of other programs like Saturday School to those of opportunity, rather than punishment, will help students to feel more connected to their teachers and each other.

 Title I Survey: This survey was given to families of BBMS students in the spring of 2017. Out of 367 enrolled students, 192 surveys were returned. Overall, the responses about BBMS were positive, with 95% of responders indicating that they feel welcome when they enter the school, and 85% of responders indicating that their children receive academic help when needed. Areas of need include more regular communication with the stakeholders about Title I and the school's status as a Title I school (46% and 41% respectively report not feeling knowledgeable about this), as well as regular communication with teachers (37% report that teachers do not regularly communicate with parents). This survey indicates a need to continue to involve and educate stakeholders about the school's Title I status and Title I program through parent workshops, newsletters, and on the website. In addition, the staff can begin to find ways to more effectively communicate with parents regularly about their students' progress and needs.

 PBIS Tiered Fidelity Inventory: This inventory measures the level of implementation of the site's PBIS plan by surveying both students and staff. BBMS won a silver medal for implementation during the 2016-2017 school year, with 90% of staff and students understanding and using the site's PBIS plan. Further information from the inventory suggests that the site formalize and increase their interventions at Tiers II and III. A team will be working with the district's RTI/SST Committee to develop further Tier II and III interventions.

 Conclusions from the needs assessment 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.

Classroom observations have been conducted by site and district administrators, San Bernardino County Superintendent of School (SBCSS) Curriculum Specialists, and teachers. Per contract, the site administrator completes formal observations and a teacher evaluation every other year after the probationary period. Informal classroom observations and walk-throughs are conducted regularly. The site administrator visits classrooms at least two to three times per week. Staff will be focusing on effective first teaching practices which include modeling, guided practice, frequent checks

for understanding, and independent practice. The expectation is to see high student engagement with the 4 C's (Critical Thinking, Creativity, Collaboration and Communication), a positive learning environment, and technology infused throughout lessons. As our site has a 1:1 student to device ratio and the focus has turned to 21st Century Learning Skills, 100% of students are seen regularly using technology as a tool for learning. Teachers use the SAMR model to integrate technology into lessons in a variety of ways, though the majority of uses of technology fall into the Substitution and Augmentation categories. Students have a school g-mail account and are adept at the use of google documents, slide presentations, and calendar. Teachers are also expected to use a variety of instructional strategies and differentiated instruction to meet the needs of our English Learners (EL), Special Education (SPED) and Title 1 student population. A "SDAIE Strategy of the Month" is posted in each classroom as a reminder to use that designated strategy, along with other strategies, to reach all learners. The SBCSS Curriculum Specialists/Facilitators have been extremely helpful with the transition to the California standards, including the eight Mathematical Practice Standards, increased integration of informational text, and STEM models. 100% of teachers are using new aligned curricula in English Language Arts and Math, and will be piloting aligned curriculum for the Next Generation Science Standards effectively to help students reach grade level standards. Next steps will include providing even more time to collaborate at department level to analyze student data and share best practices. Teachers work in grade level cohort teams to ensure that all students are successful. The district-wide emphasis on Growth Mindset will be evident in classroom observations as students are encouraged to try, and try again. These shared commitments represent the district's and site's focus on student learning, and will be evident in any classroom observations.

Analysis of Current Instructional Program

Standards, Assessment, and Accountability

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

State and local assessments are analyzed during our Late Start- Professional Learning Community (PLC) time and at department meetings. The results are used to modify and guide instruction with a goal of increased student achievement. SMART (Strategic, Measurable, Attainable, Results-based, and Time Sensitive) goals will be set and monitored to evaluate progress.

 EADMS (Educators' Assessment Data Management System) is to be used by teachers and administration to access data from state and local assessments (CAASPP, CELDT, CAA, Science CST, and Quarterly Local Assessments). Data analysis is to occur during PLCs to open up discussion of best practices among teachers. Data-driven decision making leads to improved student achievement. EADMS also allows teachers to create formative and summative assessments with item test banks aligned to the new CA Content Standards and mirrored to the CAASPP/SBAC assessment questions. Local assessments have been created in past years using EADMS. EADMS assessments are now aligned to our new "Big Ideas" math adoption. Test results will be used to monitor progress and drive instruction through the data analysis process. During the 2016-2017 school year, 40% of student data was entered into EADMS. Because of the new math adoption's database, some data did not transfer to EADMs, which may have made it difficult to have meaningful discussions about the local assessments and to analyze the data. This year, teachers in both the ELA and math departments met with the district personnel to develop quarterly monthly assessments that are in EADMS and aligned with both the new adoptions and the CAASPP. It will be the practice for no less than 90% of students will be tested with data recorded into EADMS so that regular discussion of these assessment results can take place within our collaborative time to improve instruction.

 CAASPP (California Assessment of Student Performance and Progress)
 CAASPP is a system intended to provide information that can be used to monitor student progress and ensure that all students leave high school ready for college and career. The CAASPP includes computer-adaptive tests in English–language arts and mathematics. This year the 8th graders will field test questions on the new science assessment, which is aligned to the adopted Next Generation Science Standards. Last year's data indicates scores in both ELA and math for both 7th and 8th grades dropped.

 ELA 7th: 8% Standards Exceeded; 22% Standards Met; 32% Standards Nearly Met; 38% Standards Not Met

ELA 8th: 14% Standards Exceeded; 24% Standards Met; 30% Standards Nearly Met; 32% Standards Not Met

CAASPP Results (Meets and Exceeds Standards):
Growth from 2015-16 to 2016-17
ELA 7th grade scores decreased 7% points (from 44% to 37%)
ELA 8th grade scores decreased 5% points (from 42% to 37%)

Cohort scores for 2016-17
ELA 7th grade Meets and Exceeds Standards scores went from 42% in 5th grade to 43% in 6th grade to 40% in 7th grade.
ELA 8th grade Meets and Exceeds Standards scores went from 35% in 6th grade to 44% in 7th grade to 37% in 8th grade.

Math 7th: 10% Standards Exceeded; 16% Standards Met; 28% Standards Nearly Met; 46% Standards Not Met
Math 8th: 19% Standards Exceeded; 12% Standards Met; 24% Standards Nearly Met; 45% Standards Not Met

CAASPP Results (Meets and Exceeds Standards):
Growth from 2015-2016 to 2016-2017
Math 7th grade scores decreased 11% (from 37% to 26%)
Math 8th grade scores decreased 1% (from 32% to 31%)

Cohort scores for 2016-2017
Math 7th grade Meets or Exceeds Standards scores went from 17% in 5th grade to 29% in 6th grade to 26% in 7th grade
Math 8th grade Meets or Exceeds Standards scores went from 26% in 6th grade to 37% in 7th grade to 31% in 8th grade

CAA (California Alternate Assessment) in science for students with a severe cognitive disability which is specified on their Individualized Education Program (IEP).

CELDT (California English Language Development Test)
The CELDT is the state's English language proficiency test for all students whose home language is not English. CELDT domains include Listening, Speaking, Reading, and Writing, though each student taking the CELDT also earns an Overall score. A student is considered Proficient on the CELDT only when he or she earns a performance level of 3 (Intermediate) or above in *every* domain and also a 4 (Early Advanced) or above Overall. The California Department of Education (CDE) is transitioning from the CELDT to the ELPAC as the state ELP assessment by 2018. Students at our site will be administered the ELPAC in Spring 2018, and this assessment will measure student progress toward English proficiency.

Quarterly Local Assessments
Teachers used planning time to create the standard-driven local assessments that mirror the CAASPP questions. Local assessments are given at the end of each quarter as both a formative and summative assessment. Results on the local assessments were used to plan the next quarter and also by the Intervention Specialist to work with small groups.

Monthly Common Assessments
Teachers give monthly common assessments in the core subjects and PE as a summative assessment. Students who score proficient or advanced are given MERIT points, so they are very motivated to do well on these tests.

i-Ready Assessments
The Intervention Specialist and Special Education teachers are excited to have meaningful data from the adaptive diagnostic which pinpoints students' needs down to the sub-skill level. Individualized reports are invaluable toward guiding teachers to the next steps to increase student achievement. We look forward to analyzing this data to see the benefits.

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

We currently have three years (2014-15, 2015-16, and 2016-2017) of CAASPP English Language Arts (ELA) and Math results to help modify and guide instruction.

CAASPP Results (Meets and Exceeds Standards):
Growth from 2016-2017
ELA 7th grade scores decreased 7% (from 44% to 37%)
ELA 8th grade scores decreased 5% (from 42% to 37%)
Math 7th grade scores decreased 9% (from 37% to 26%)
Math 8th grade scores decreased 1% (from 32% to 31%)
Science grade 8 only (paper and pencil test) showed 63% Proficient or Advanced.

CAA Results: In 2016-2017, no students were administered the CAA (California Alternative Assessment). All special education students at BBMS were administered the SBAC, some with universal tools, some with designated supports, and some with accommodations. Their scores are included in site scores for CAASPP.

CELDT Results: Each year, the EL Coordinator reviews the CELDT test results with teachers and gives them an individualized sheet on every EL student in their classes. This information is helpful for differentiated instruction and differential grading when necessary.
When analyzing CELDT movement on EADMS it is evident that our students improved their English proficiency over the 2105-2017 school years. In 2015-2016, 56 students were administered the CELDT and of those students 5% scored at Level 1 (Beginning), 2% scored at Level 2 (Early Intermediate), 20% scored at Level 3 (Intermediate), 57% scored at Level 4 (Early Advanced), and 16% scored at Level 5 (Advanced). In the 2016-2017 school year, 52 students were administered the CEDLT and of those students 2% scored at Level 1 (Beginning), 4% scored at Level 2 (Early Intermediate), 13% of students scored at Level 3 (Intermediate), 46% of students scored at Level 4 (Early Advanced), and 35% of students scored at Level 5 (Advanced). Unfortunately, during the 2016-2017 school year, no students were reclassified. This is largely due to a change in EL Coordinators midway through the school year, and concerns about the new state/district requirements for redesignation in conjunction with the new test to measure English proficiency (ELPAC) that was field tested during that year. Analysis shows that students at BBMS made progress in moving levels on the CELDT.

New local assessments, which are administered at the end of each quarter are written to match the new math and ELA adoptions each year. The process of writing them is worthwhile for all the teachers. The process of analyzing them will be very meaningful to monitor student progress and guide instruction. During the 2016-2107 school year, teachers administered quarterly benchmarks in ELA and math. Analysis of these benchmark scores was conducted. 7th grade ELA scores on benchmark exams went down. Quarter 1 scores showed 86% of students did not meet standard, 11% nearly met standard, and 4% met standard. Quarter 3 scores showed 98% of students did not meet standard, and 2% met standard. This decrease in scores may be due to change in teaching staff as well as piloting a new ELA curriculum. 8th grade ELA scores went up slightly. A Quarter 1 benchmark was not administered, but an analysis of Quarter 2 scores showed 89% did not meet standard, 6% nearly met standard, 5% met standard, and 1% exceeded standard. Quarter 3 scores showed 77% did not meet standard, 10% nearly met standard, 8% met standard, and 5% exceeded standard. This grade level experienced no change in staffing during the year, though they did participate in an ELA adoption pilot. 7th grade math scores went up slightly. Quarter 1 benchmark scores showed 74% did not meet standard, 15% met standard, and 7% exceeded standard. Quarter 3 benchmark scores showed 49% did not meet standard, 20% nearly met standard, 28% met standard, and 3% exceeded standard. 8th grade math scores

decreased, while Math I scores showed a slight decrease. Quarter 1 8th grade math scores showed 69% did not meet standards, 13% nearly met standards, 15% met standard, and 3% exceeded standard. Quarter 1 Math I scores showed 3% did not meet standard, 3% nearly met standard, 29% met standard, 65% exceeded standard. Quarter 3 8th grade math scores showed 77% did not meet standard, 8% nearly met standard, 13% met standard, and 1% exceeded standard. Quarter 3 Math I scores showed 15% did not meet standard, 15% nearly met standard, 65% met standard, and 6% exceeded standard. Math scores may have decreased or increased only slightly due to the first year with a new adoption.

Teacher will continue to analyze assessment data closely. They will continue to collaborate on how to best implement the new adoption materials to meet the needs of students. Teacher will also be implementing a "testing bootcamp," designed to teach students test-taking skills. Finally, teachers will be meeting with students to share last year's test scores and to set goals for 2017-18 CAASPP. Teachers will be provided opportunities for both formal and informal Professional Development, through trainings, classroom visits, and departmental collaboration.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff

    Big Bear Middle School teachers are highly qualified teachers or are in training to be highly qualified. Title II (Preparing, Training, and Recruiting High Quality Teachers and Principals) of the No Child Left Behind Act has provided Bear Valley Unified School District with federal funds for the professional development of highly qualified teachers and principals. Regular opportunities for professional development are offered both in and out of district, including training in the new ELA adoption, STEAM training, and training in alternative means of correction including Restorative Practices. Teachers from BBMS have at least two scheduled Late Start Mondays to collaborate with like departments at Big Bear High School to align vertically in practice and goal-setting.

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

    The teachers are credentialed and have access to a plethora of professional development opportunities throughout the year. All ELA teachers were provided training in the new ELA adoption before the school year began. In addition to weekly staff, department, and leadership meetings, BBMS has a Late Start Monday every other week during which teachers have two hours dedicated to collaboration and/or professional development training. One teacher is on an emergency credential as she completes requirements for her M/M Special Education credential. She has been provided opportunity to attend a "Bootcamp" training designed for new special education teachers. In addition, she receives regular weekly coaching and support from the administrator, along with regular support from the Special Education department chairperson.

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

    Staff development is a high priority for Big Bear Middle School. Teachers and Instructional Aides attend the before school "Late Start" meetings (approximately two times each month) because the focus is on staff development and student performance. The Instructional Aides are a valued member of the Professional Learning Community. They often offer a different perspective which is helpful when addressing the needs of very diverse learners.

    After school Monday meetings include department, cross-curricular team, leadership, and staff meetings where professional needs are met and improving student achievement is the focus. Multiple professional development opportunities were available through conferences for the following:
    Math (Houghton Mifflin Big Ideas and SBCSS Math Practice Standards)
    Science (STEMScopes, a pilot program)
    Technology (SAMR Model)
    STEM (California STEM Symposium and SIEN: STEM Inland Empire Network)
    ELA (Houghton Mifflin Harcourt "Collections" training)
    PE (CAPERD-California Association for Health, Physical Education, Recreation and Dance every other year)
    SELPA
    Restorative Practices and Effective Use of Circles as an alternative means of correction
    San Bernardino County Sheriff Department Clean Sweep Program

Southern Region Student Wellness Conference (SRSWC)
EADMS Training (data management systems training)
Safe School Ambassadors training for staff and students to increase positive school climate.

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

Big Bear Middle School utilizes the assistance of San Bernardino County Superintendent of Schools (SBCSS) Curriculum Specialists for their expertise. The Curriculum Specialists and SBCSS STEM Facilitator have done classroom visitations and follow-up with teachers and keep us up to date on new training opportunities and grants.   Community professionals such as a retired Boeing Engineer and Distinguished IBM Inventor have offered their support with teachers and students. The BVUSD Executive Director of Educational Services also provides instructional assistance and support for teachers. Staff will be provided regular opportunities for visiting other classrooms to observe and collaborate with other teachers. The district EL Coordinator provides ongoing instructional support in the teaching of English language learners.

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

Teacher collaboration happens during structured times such as "Late Start" PLC times about twice per month and other once per month department meetings, cross-curricular TEAM meetings, and Leadership meetings. Professional Development days for the math and ELA departments are also embedded into the calendar once per month. Because of the small size of our school and the close proximity of the teachers, there is a lot of informal collaboration that occurs as well.

Teaching and Learning

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

Teachers focus on the alignment of curriculum, instruction, and material to content and performance standards during their meetings. This process is ongoing. The department chairs are tasked with leading their content area teachers in these discussions and sharing agenda notes with teachers and administration. Administrators, both site and district, work closely with the teachers to ensure issues are addressed and needs are met. EADMS (Educator's Assessment Data Management System), a provider of formative assessment and data tools, is used throughout the year to monitor student progress and evaluate standards knowledge.

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

Big Bear Middle School adheres to a six period day with 50 minutes for each period with the exception of Late Start Mondays. Our EL students have an additional 50 minute period English Language Development (ELD). Some Special Education (SPED) students and Title 1 Targeted students have an additional core support 50 minute class if needed. The State of California requires a total of 54,000 Instructional minutes, but has no hourly requirements for course work, other than for physical education.

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

The Master Schedule at Big Bear Middle School allows two 8th grade "Core Support" classes available for students who need additional support and intervention. To serve our Special Education students, there is a "Directed Studies" class offered for support and intervention. The Intervention Specialist focuses on helping math students throughout the day, but also helps

students in all subject areas during lunch and after school on Monday through Thursday. The Intervention Specialist and the two Special Education teachers are currently using the i-Ready Intervention program in math and ELA.

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

All students have access to appropriate standards-based instructional materials per William's Act. Modifications, accommodations, and differentiated instruction for SPED, EL, and students with a 504 are implemented as needed. The English Language Development (ELD) program follows the ELD standards and aligns with the English Language Arts department.

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

The following outlines a curriculum synopsis for the core subjects:

MATH: California Content Standards aligned math books were adopted district-wide at the end of the 2015-16 school. The secondary schools adopted Houghton Mifflin Harcourt Math Big Ideas for grades 7-12, which allows for vertical articulation.

ELA: The English Language Arts (ELA) department adopted the new California Content Standards aligned Houghton Mifflin Collections books. With the adoption of the same publisher at the high school, this will help foster further vertical articulation. Secondary teachers also meet content and performance standards through the use "Expository Reading and Writing Course" (ERWC) which was designed to improve the readiness of students for English competency in college.

SOCIAL STUDIES: The Social Studies department uses the 2006 Holt Adoption.

SCIENCE: The Science department uses the 2007 Holt adopted Life Science and Physical Science books, but supplement coverage of Next Generation Science Standards (NGSS) with STEMScopes, an online curriculum pilot. Since Big Bear Middle School teachers teach the same students for both math and science, teachers have received training in both math and NGSS. In addition to implementing the math content and practice standards, as well as transitioning to NGSS, many teach a STEAM elective and work on innovative practices for our "STEAM for ALL" program.

Intervention: The i-Ready Intervention program is used by the Special Education department for math and English Language Arts. The program has an adaptive diagnostic and instruction component that includes both student online and teacher-led instruction. The program prepares students for the rigor of State Standards and Assessments.

Opportunity and Equal Educational Access

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

Big Bear Middle School has one Intervention Specialist to assist under-performing students both during the regular school day, during lunch, and after school. There are two English Language Development classes offered and taught by the grade level English Language Arts teacher, therefore, curriculum, assessment, and instructional strategies are often discussed in department meetings. The "SDAIE Strategy of the Month" is helpful for not only the EL students, but all students. It also serves as a reminder to use instructional strategies to meet the needs of all learners. Strategies that work are shared during collaboration time with teachers. A 3.75 hour EL Aide is also available to help out our EL students during core classes. We have five Special Education Aides, two in the Special Day Classes (SDC), two assisting SPED students mainstreamed in our Collaborative Model classrooms, and one assisting a student one on one. An academic Counselor also assists under-performing students by meeting with them or referring them to the Healthy Start Advisor to connect them to other services, and/or referring them to the Student Assistant Program (SAP) Advisor for help with social-emotional issues.

14. Research-based educational practices to raise student achievement

Conferences and workshops are highly encouraged while school-wide or district-wide programs include mandatory trainings for

successful implementation. A "Growth Mind-set" is valued at Big Bear Middle School, therefore, staff tend to be life-long learners. We work closely with San Bernardino County Superintendent of Schools (SBCSS) Curriculum & Instruction Specialists and attend many of their workshops and networking meetings to build a collective capacity.

Parental Involvement

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

As mentioned above, the school offers many safety nets for under-achieving students and communicates with parents about these resources. Big Bear Middle School prides itself on the TEAM motto where "Together Everyone Achieves More!" Partnerships are a priority with staff, students, parents, community, and business partners all working together for the success of the students.

Resources at BBMS:
1. The Intervention Specialist is one very large academic safety net for both during the school day and after school.
2. The Instructional Aides are invested in the achievement of students.
3. The part-time Safety Assistants not only help maintain a safe learning environment, but, sometimes serve as triage for getting students the help they need.
4. The academic Counselor is responsible for the SST (Student Study Team), the 504 plans, "Absence Recovery" program, the PBIS Coach, and in charge of the Check-in/Check-out (CICO) program that has proven effective in helping students stay on the right track, academically, socially, and emotionally.
5. The Healthy Start Advisor runs the Safe School Ambassador (SSA) program, meets with students regularly, and connects students and families to necessary outside community services.
6. The IEP team often includes one of two district school psychologists, speech therapists, and/or occupational therapists.
7. Classified and certificated staff are all part of the Student Success TEAM.

Parents/Community/Business/District/School Partnerships:
1. All parents can sign up for my Remind text and/or e-mail for information.
2. Parent informational call-outs send out updated information in both English and Spanish.
3. Cub Backers is a parent organization that meets monthly and helps in all areas.
4. School Site Council (SSC) is a group of stakeholders who meet quarterly to work on needs assessments for safety, approve the Safety plan, analyze school data and budgets, and help develop, revise, approve the Single Plan for Student Achievement (SPSA).
5. Positive School Climate Committee is a group of stakeholders (including student representation) who meet six times per year. The mission is to "Develop, evaluate, and implement programs and ideas to help improve the school climate. We strive to encourage extraordinary behavior and learning through positive reinforcement and interactions among staff, students, and community."
6. PC Time..."Pastry with the Principal, Coffee with the Counselor" is at the end of each quarter as an informal time to meet and greet parents to both thank them and get their feedback and/or ideas.
7. Local Control Accountability Plan (LCAP) meetings with stakeholders to advise district on the expenditure of funds and district wide goals.
8. English Learner Advisory Council (ELAC) meets quarterly and is comprised of parents (mostly of EL students), staff, and community members specifically designated to advise school officials on English Learner program services.
9. District EL Advisory Council (DELAC) meets quarterly and is comprised of the chairpersons of site ELAC councils, EL Coordinators, Administrators, and other stakeholders to advise the district's local governing board on programs and services for English learners. Information from ELAC and LCAP meetings is also shared.
10. Ed Trust Volunteers- Our partnership has expanded over the years and we have almost 30 fingerprinted and certified volunteers to assist in a multitude of ways from running sports at lunch to tutoring students both during and after school.
11. STEM Symposium speakers expose students to careers of interest that show them the importance of Science, Technology, Engineering, and Math. (UCR, Boeing, IBM, UCI, Army, Farsight Studios, Legendary Pictures, Netflix).
12. "Career Day" speakers for during school Career Day in May.
13. Rotary sponsors our Interact Club and PRYDE Leadership camp.
14. Breakthrough Task Force and Crisis Prevention with the County sponsors our Club Live program.
15. AAUW sponsors approximately fifteen 7th grade girls to go to Tech Trek camp at UCSD and UCI.
16.. Lighthouse Project sponsors some STEM projects and the Robotics team competitions.

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)

School Site Council (SSC) is a group of stakeholders (including student representation) who meet quarterly to work on needs assessments for safety, approve the Safety plan, analyze school data and budgets, and help develop, revise, approve the Single Plan for Student Achievement (SPSA).

Local Control Accountability Plan (LCAP) meetings with stakeholders to advise district on the expenditure of funds and district wide goals.

English Learner Advisory Council (ELAC) meets quarterly and is comprised of parents (mostly of EL students), staff, and community members specifically designated to advise school officials on English Learner program services.

District EL Advisory Council (DELAC) meets quarterly and is comprised of the chairpersons of site ELAC councils, EL Coordinators, Administrators, and other stakeholders to advise the district's local Governing Board on programs and services for English learners. Information from ELAC and LCAP meetings is also shared. Stakeholders contribute ideas and needs for EL programs.

Positive School Climate Committee is a group of stakeholders (including student representation) who meet six times per year. The mission is to "Develop, evaluate, and implement programs and ideas to help improve the school climate. We strive to encourage extraordinary behavior and learning through positive reinforcement and interactions among staff, students, and community."

PC Time..."Pastry with the Principal, Coffee with the Counselor" is at the end of each quarter as an informal time to meet and greet parents to both thank them and get their feedback and/or ideas.

Funding

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

Intervention Specialist
EL Bilingual Aide
EL Coordinator
Healthy Start Advisor
After school intervention and enrichment opportunities with an after school bus on Tuesday
College and Career Ready field trips

18. Fiscal support

Fiscal support is from a variety of sources:
District discretionary funds allocated to the site based on enrollment
Local Control Funding Formula (LCFF) Base and Supplemental Concentration Grants
Title I allocations
Title II
Title III
Cub Backers (Parent Organization)
Donations
Fundraising

Site Title 1 Discretionary fund allocation
$62,296

Site Title 1 Parent Education allocation
$881

Intervention Specialist Salary and Statutory Costs
50% from Title 1 = $53,976
50% from Supplemental and Concentration Grant = $53,976
Total = $107,952

District Title II
$20,000 for STEM Symposium attendance and subs 1x/quarter for professional development (see centralized page)

Site Title III
$2,629 for discretionary spending
$1,456 for EL Coordinator Stipend
$675 for EL/RFEP Tracking System
Total = $4,760

LCAP 3A Base Grant (Resource 0003)
$5,000 for expanding college awareness
$10,153 for a 3.75 Safety Assistant
$9,000 for school buses, field trips (5710)
$2,000 for transportation services (5715)
$108 for rentals and leases (5610)

LCAP 3B Supplemental & Concentration Grant (Resource 0006)
$9,500 for STEM
$10,573 for EL Bilingual Aide
$127,529 Academic Counselor
$65,259 for Strings teacher for one period at middle school and elementary schools
$4,000 transportation for sports teams
$10,500 enrichment/intervention opportunities 3 teachers 1 day/week for 2 hours

Unrestricted site funds (Resource 0000):
$36700 Instructional Materials (Object Code 4310)
    ELA $1000
    Social Studies $1000
    Math $1000
    Science $2000
    PE $1500
    STEAM electives $2000
    Tower Gardens $300
    Instructional Supplies $7400
$1000 Other Books (4210)
$350 Meeting Refreshments (4330)
$2000 Computers and other related expenses (4340)
$2500 Office Supplies (4350)
$200 Other Supplies (4390)
$2500 Travel & Conferences (5200)
$4500 Xerox rental and leases (5610)
$200 Repairs (5630)
$1000 Bus, field trips (5710)
$50 Marta Bus passes, contracted services (5810)
$1000 School Performance contracted services for lights/sound (5810)
$2000 Postage (5950)

Description of Barriers and Related School Goals

One of our needs is to facilitate and support the development of organizational skills of the middle school student. The plan is to address it in the following ways:

1. Emphasize organizational skills during the Transitions Rotation class that focuses on the Six Year Plan and strategies for academic success.

2. Solicit volunteers in our pilot program with Ed Trust to work one on one with students who need additional help.

3. Encourage students to attend the Lunch Bunch and after school help sessions for additional assistance.

4. Promote the extra help times offered via letters home to parents and guardians, Back to School Night, and other forms of communication.

Another area of focus is to facilitate and support students' efforts at achievement. Staff has embraced the district's emphasis on Growth Mindset. The staff would like to pilot the following:

1. The use of achievement indicators within the Infinite Campus (IC) portal to create an easy to read color coded visual for parents, students, and teachers.

2. Monitor closely by printing reports to see the percentage of students putting in effort.

3. Students will be informed of their progress on assessments and offered opportunities to improve scores on certain assignments and assessments. Celebrate successes, offer assistance for those who need support.

4. The use of the attendance program within Infinite Campus portal to target attendance issues.

5. The "comments" tool in IC to note absences so stakeholders (parents, students, teachers) are aware of that attendance is the problem. Extra effort must be made to make up absences.

6. Emphasize the fact that failure is not an option when it comes to completing work. There are many safety nets in place.

7. The promotion of Saturday Academy to students to make the extra effort and make up absences, as well as any missing work.

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 7	189	198	167	175	190	164	172	187	164	92.6	96	98.2
Grade 8	185	180	197	177	168	196	175	165	196	95.7	93.3	99.5
All Grades	374	378	364	352	358	360	347	352	360	94.1	94.7	98.9

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	2498.1	2529.9	2511.6	4	8	6.10	22	36	30.49	30	29	23.78	42	27	39.63
Grade 8	2548.4	2537.3	2545.4	7	12	14.29	36	30	23.47	33	27	30.10	23	32	32.14
All Grades	N/A	N/A	N/A	5	10	10.56	29	33	26.67	32	28	27.22	32	30	35.56

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 7	10	17	15.24	44	50	45.12	44	34	39.63
Grade 8	22	24	20.92	49	42	43.88	25	34	35.20
All Grades	16	20	18.33	47	46	44.44	35	34	37.22

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 7	8	20	20.73	44	54	42.07	45	26	37.20
Grade 8	16	15	23.08	54	46	43.08	27	39	33.85
All Grades	12	18	22.01	49	50	42.62	36	32	35.38

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 7	9	12	3.66	64	72	64.63	26	16	31.71
Grade 8	7	8	12.24	70	70	68.88	21	22	18.88
All Grades	8	10	8.33	67	71	66.94	23	18	24.72

Research/Inquiry Investigating, analyzing, and presenting information								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	10	13	15.24	53	63	46.95	35	25	37.80
Grade 8	18	19	23.98	57	55	40.82	22	27	35.20
All Grades	14	16	20.00	55	59	43.61	29	26	36.39

Conclusions based on this data:

1. CAASPP Results (Meets and Exceeds Standards):
    Growth from 2015-2016 to 2016-2017
    ELA 7th grade scores decreased 7% (from 44% to 37%)
    ELA 8th grade scores decreased 4% (from 42% to 38%)

2. When compared to San Bernardino County, Big Bear Middle School scores for "Meets and Exceeds" standards were near the county average.
    ELA 7th grade scores were below by 2%.
    ELA 8th grade scores were below by 4%.

    When compared to the State of California, Big Bear Middle scores for "Meets and Exceeds" standards were below the state average.
    ELA 7th grade scores were below by 9%.
    ELA 8th grade scores were below by 11%.

    We are looking forward to effective use of our new aligned ELA adoption to support increased student learning and achievement.

3. When analyzing the four claims, Reading, Writing, Listening, and Research/Inquiry, it shows that the percent of student above standards increased from 2015-2016 to 2016-2017. However, our number of students below standards increased overall. These increases are not large increases, but need attention.

    The most growth was in the areas of Writing and Research/Inquiry. Both of these areas show some growth in the percentage of students at, near, or above standards.

    The data shows that students would benefit from teaching them reading comprehension skills and strategies, particularly in informational text.

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 7	189	198	167	173	190	164	168	188	164	91.5	96	98.2
Grade 8	185	179	198	175	168	196	171	166	196	94.6	93.9	99
All Grades	374	377	365	348	358	360	339	354	360	93.0	95	98.6

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

Overall Achievement for All Students											
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	2504.4	2526.0	2488.6	6	14	8.54	23	21	15.24	31	32	28.66	37	32	47.56
Grade 8	2510.5	2523.8	2521.5	3	13	19.39	14	19	10.71	35	27	23.47	45	42	46.43
All Grades	N/A	N/A	N/A	5	14	14.44	18	20	12.78	33	30	25.83	41	37	46.94

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 7	18	21	14.02	30	38	27.44	49	41	58.54
Grade 8	9	19	22.96	35	34	22.96	55	46	54.08
All Grades	14	20	18.89	32	36	25.00	52	44	56.11

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 7	8	20	9.76	56	52	38.41	36	28	51.83
Grade 8	8	13	19.90	56	52	32.65	36	36	47.45
All Grades	8	17	15.28	56	52	35.28	36	31	49.44

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 7	10	17	10.37	69	54	51.83	20	29	37.80
Grade 8	6	10	17.35	62	58	42.86	32	32	39.80
All Grades	8	14	14.17	65	56	46.94	26	31	38.89

Conclusions based on this data:

1. CAASPP Results (Meets and Exceeds Standards):
    Growth from 2015-2016 to 2016-2017
    Math 7th grade scores decreased 11% (from 35% to 24%)
    Math 8th grade scores decreased 1% (from 32% to 31%)

2. When compared to San Bernardino County, Big Bear Middle School scores for "Meets and Exceeds" standards were near or above in Math.
    Math 7th grade scores were below by 1%.
    Math 8th grade scores were above by 5%

    When compared to the State of California, Big Bear Middle scores for "Meets and Exceeds" standards were near the state average.
    Math 7th grade scores were below by 11%.
    Math 8th grade scores were below by 5%.

    We experienced a small drop in scores last year. We will continue a concerted effort to increase student achievement as measured by the CAASPP.

3. Middle school math students scored highest in "Communicating Reasoning" (How well can students think logically and express their thought in order to solve a problem?). This area shows 62% of students at, near, or above standard.

    The next best "claim" was "Problem Solving & Modeling/Data Analysis" (How well can students show and apply their problem solving skills?) with a 50.56% at, near, or above standard.

    The claim that showed the least student achievement was "Concepts and Procedures" (How well do student use mathematical rules and ideas?) with 43.89% at, near, or above standard.

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
7	63	21	19	28	59	57	6	17	19	3	3	5	0	0	
8	53	44	48	35	30	41	6	22	7	6	4		0	0	3
Total	59	32	36	31	45	48	6	20	12	4	4	2	0	0	2

Conclusions based on this data:

1. The percentage of students scoring Early Advanced or Advanced is 84% for 2016-2017, which is an increase from 77% for 2015-2016. The number of students who scored in the Intermediate, Early Intermediate decreased in 2016-2017 school year. However, there was an increase in the Beginner category for the 2016-2017 school year.

2. The percentage of students classified as "advanced," has increased from 32% in 2015-2016 to 36% in 2016-2017. It will be our goal to see if those students can be redesignated as RFEPs (Redesignated Fluent English Proficient) during this school year.

3. We had an increase in percentage of students scoring in the Beginner range, which will require a different approach to English Language Development strategies.

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
7	61	18		27	56		6	18		3	3		3	6	
8	50	43		33	29		6	21		6	4		6	4	
Total	57	29		29	44		6	19		4	3		4	5	

Conclusions based on this data:

1. There are more students scoring in the Beginning and Early Intermediate level in 2014-15 than 2013-14.

2. The percentages of students in each level are relatively consistent from 2013-14 to 2014-15.

3. There were more 8th grade students scoring in the Early Advanced level for both years.

Planned Improvements in Student Performance

<p align="center"><ins>School Goal #1</ins></p>

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:
LCAP Goal # 1 – Increase percent of students who are on track to graduate college and career ready.
SCHOOL GOAL #1:
Increase percentage of 7th-8th grade students meeting or exceeding grade level English Language Arts (ELA) standards by 23% (Grade 7 increase to 48% meeting or exceeding standards and Grade 8 increase to 46% meeting or exceeding standards on 2017 CAASPP ELA Summative Assessment).
Data Used to Form this Goal:
1. Results from CAASPP Exam 2. Quarterly local assessment data 3. Infinite Campus Data 4. D/F list from gradebook 5. Monthly common assessments
Findings from the Analysis of this Data:
ELA 7th: 8% Standards Exceeded; 22% Standards Met; 32% Standards Nearly Met; 38% Standards Not Met ELA 8th: 14% Standards Exceeded; 24% Standards Met; 30% Standards Nearly Met; 32% Standards Not Met   CAASPP Results (Meets and Exceeds Standards): Growth from 2015-16 to 2016-17 ELA 7th grade scores decreased 7% points (from 44% to 37%) ELA 8th grade scores decreased 5% points (from 42% to 37%)   Cohort scores for 2016-17 ELA 7th grade Meets and Exceeds Standards scores went from 42% in 5th grade to 43% in 6th grade to 40% in 7th grade. ELA 8th grade Meets and Exceeds Standards scores went from 35% in 6th grade to 45% in 7th grade to 38% in 8th grade.   When analyzing this data, it shows that our ELA scores decreased as a school, both when considering grade level performance from previous years, as well as cohort performance. Analysis suggests that having an old adoption that did not align with current California Content Standards was a detriment to our

instructional program. In addition, last year included a portion of the year devoted to piloting a new adoption, and a midyear change in teaching staff. This fragmented approach to delivery of ELA instruction may have contributed to our decrease in student achievement. A new ELA adoption that is aligned to the current California Content Standards will be used effectively to provide a fully aligned ELA instructional program. All staff received district level training in implementation of the new ELA adoption before the school year began. Staff indicated that they wish to refocus on monthly assessments and quarterly local assessments, with designated time for creating, administering, and assessing the results of these assessments to help focus instruction on student needs.

How the School will Evaluate the Progress of this Goal:

Analyze and discuss quarterly benchmark assessment results in EADMS during department meetings
Analyze monthly MERIT assessment results
Analyze CAASPP results
Review CELDT data in Late Start meetings
Review D and F list
Review Infinite Campus data regarding missing assignments and absences
Create SMART goals and monitor progress on goals during PLC time

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Release time for curriculum planning. Teachers meet each quarter in grade level/departments to work on pacing guides, local assessments, understanding claims and targets, and performance tasks for new standards aligned curriculum.	2017-2018	Executive Director of Ed. Services,Teachers, Department Chairs, Principal, Secretary	$1120 per quarter for sub costs (for 8 teachers including SPED) $4480 total for ELA Note: Title II District funded	1000-1999: Certificated Personnel Salaries	District Funded	4,480

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. Provide teachers with time, materials, and resources to support ELA standards aligned implementation and a STEM focus.

a. Identify and order instructional supplies to support ELA and STEM instruction.
i. Vocabulary.com to provide academic vocabulary and reading comprehension support
ii. Tower garden supplies for STEM focus
iii. Training in writing across the curriculum, using staff experts during Late Start Mondays.

b. Utilize photocopy machines to provide support materials

c. Teachers will attend conferences, visit classrooms, and attend district offered professional development several times a year.

d. Teacher representation at the district-wide Curriculum Committee. | 2017-18 | Executive Director, Teachers, Department Chairs, Principal, Secretary | STEM Symposium Conference registration ($930), hotel ($1,159.56), travel/meals ($300) (3 ELA/SPED teachers)

Title II (for 2 teachers $1593.04) | 5000-5999: Services And Other Operating Expenditures | District Funded | 1,593 |
			Siemens donation (for 1 teachers $796.52)	5000-5999: Services And Other Operating Expenditures	Donations	796
			Lighthouse Grant for Tower Gardens and "STEAM for ALL"	None Specified	Donations	1,800
			Instructional Materials and Office Supplies	4000-4999: Books And Supplies	Unrestricted	5,000
			Site funds (5610): Xerox Lease	5000-5999: Services And Other Operating Expenditures	Unrestricted	2,250
			Budgeted Department Site funds (4310): ELA- $1,000 SS- &1,000	4000-4999: Books And Supplies	Unrestricted	2,000
			Implement new ELA adoption effectively.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3. Assess students to identify student need and prepare students for the CAASP. a. Administer quarterly local assessments and analyze. b. Administer monthly assessments and analyze.	2017-2018	Teachers, Department Chairs, Principal	LCAP (Base) District EADMS Data Monitoring System	None Specified	LCFF - Base	14,476
4. Provide support staff for student achievement. a. The Intervention Specialist will provide the following: i. Work collaboratively with math teachers daily to assure progress; pull-out groups as needed. ii. Hold after school "Homework Club" 4x/week to assist students in core classes iii. Teach a "Core Support" class to students in danger of failing; build connections with students. b. The Academic Counselor will provide the following: i. All students have access to rigorous course of study. ii. Meet regularly with students to review their grades and assessment results. iii. Monitor Saturday "Absence Recovery" attendance. iv. Offer "Alternative Means of Correction" and counseling to encourage positive choices. c. The "Volunteers" provide support for students needing the following:	2017-18	District Admin., Principal	Intervention Specialist 50% of salary as outlined in LCAP Academic/Guidance Counselor as outlined in LCAP (SCG) BVUSD Ed Trust Volunteers	0001-0999: Unrestricted: Locally Defined	LCFF - Supplemental LCFF - Supplemental	53,976 127,529 0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
i. Academic help and tutoring ii. Organizational skills						
5. Expand college and career awareness. a. 8th grade students have the opportunity to go on a college visit with their "Teams" b. 7th grade students take a 10 day class to create a 6 year plan for college, career and life readiness (First Quarter, 2017) c. Organize the 4th Annual Career Day at BBMS (May 2018)	2017-18	ELA Department Chair, EL Coordinator, Principal, Teachers	Student transportation to colleges		LCFF - Supplemental	5,000

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:
LCAP Goal # 1 – Increase percent of students who are on track to graduate college and career ready.
SCHOOL GOAL #2:
Increase percentage of 7th and 8th grade students meeting or exceeding grade level math standards by 6% (41% meeting or exceeding standards for grade 7 and 38% meeting or exceeding standards for grade 8) on 2017 CAASPP Mathematics Summative Assessment.
Data Used to Form this Goal:
1. Results from CAASPP Exam 2. EADMS quarterly benchmark assessment data 3. Infinite Campus Data 4. D/F list from gradebook

Findings from the Analysis of this Data:

Math 7th: 10% Standards Exceeded; 16% Standards Met; 28% Standards Nearly Met; 46% Standards Not Met
Math 8th: 19% Standards Exceeded; 12% Standards Met; 24% Standards Nearly Met; 45% Standards Not Met

CAASPP Results (Meets and Exceeds Standards):
Growth from 2015-2016 to 2016-2017
Math 7th grade scores decreased 11% (from 37% to 26%)
Math 8th grade scores decreased 1% (from 32% to 31%)

Cohort scores for 2016-2017
Math 7th grade Meets or Exceeds Standards scores went from 17% in 5th grade to 29% in 6th grade to 26% in 7th grade
Math 8th grade Meets or Exceeds Standards scores went from 26% in 6th grade to 37% in 7th grade to 31% in 8th grade

When analyzing this data, it shows that scores dropped in both grade levels and for each cohort. This was the first year of implementation of using a new, aligned math curriculum (Big Ideas).

How the School will Evaluate the Progress of this Goal:

Analyze and discuss quarterly local assessment results in EADMS during department meetings
Analyze monthly MERIT assessment results
Analyze CAASPP results
Review CELDT data in Late Start meetings
Review D and F list
Review Infinite Campus data regarding missing assignments and absences
Create SMART goals and monitor progress on goals during PLC time

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Release time for curriculum planning. Teachers meet each quarter in grade level/departments to work on pacing guides, benchmarks for new standards aligned "Big Ideas" math curriculum and sharing best practices..	2017-18	Executive Director of Ed. Services,Teachers, Department Chairs, Principal, Secretary	$1,120 per quarter for sub costs (for 8 teachers including SPED) $4,480 total for math Note: Title II District funded	1000-1999: Certificated Personnel Salaries	District Funded	4,480
2. Provide teachers with time, materials, and resources to support standards aligned implementation and a STEM focus. a. Identify and order instructional supplies to support math and STEM instruction. b. Utilize photocopy machines to provide support materials c. Teachers will attend conferences, visit classrooms, and attend district offered professional development several times a year.	2017-18	Teachers, Department Chairs, Principal, Secretary	Site funds (5610): Xerox Lease	5000-5999: Services And Other Operating Expenditures	LCFF - Base	2,250
			Budgeted Department Site funds (4310): Math- $1,000 Science- $2,000 STEAM electives- $1,500 VAPA- $1,000 PE- $1,500	4000-4999: Books And Supplies	Unrestricted	7,000
			Instructional Materials and office supplies	4000-4999: Books And Supplies	Unrestricted	5,000
			License for Gizmos Interactive Math and Science lessons computer-based program.	4000-4999: Books And Supplies	Title I	1750
3. Provide support staff for student achievement. a. The Intervention Specialist will provide the following: i. Work collaboratively with math	2017-18	Intervention Specialist, Teachers, Department Chairs, Principal, Secretary	Intervention Specialist 50% of salary from Title 1	1000-1999: Certificated Personnel Salaries	Title I	53,976

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
teachers daily to assure progress; pull-out groups as needed. ii. Hold after school "Homework Club" 4x/week to assist students in core classes iii. Teach a "Core Support" class to students in danger of failing; build connections with students. b. Ed Trust Volunteers help tutor after school. c. Purchase an intervention program such as i-Ready to diagnose gaps and help close the achievement gap with students. (Currently piloting i-Ready to see if this program will work for middle school.)			Offer Core Support class for students with low grades in math during the school day.	None Specified	None Specified	0
			Intervention program: iReady for math in intervention and special education. Paid for by district funds.	5700-5799: Transfers Of Direct Costs		0
			Ed Trust Volunteers			0
4. Participate in the district-wide Response to Intervention and Professional Development committees with staff representation.	2017-18	Superintendent, Executive Directors, Principal, Intervention Specialist, Teachers	Develop a consistent Student Study Team (SST plan) and forms			0
			Provide input for a Professional Development Plan aligned to District goals			0
5. Offer summer school "Bridge Academy" to prepare students for the rigorous math curriculum and bridge the gap in math standards.	2017-18	Executive Director, Principal, Math Department Chair	Hire a credential summer school math teacher for the two week program.	1000-1999: Certificated Personnel Salaries	Title I	4,529

Planned Improvements in Student Performance

<div align="center">

School Goal #3

</div>

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 Development (ELD)
LEA/LCAP GOAL:
LCAP Goal # 1 – Increase percent of students who are on track to graduate college and career ready.
SCHOOL GOAL #3:
Increase percentage of English Learner (EL) students meeting RFEP requirements and becoming redesignated.
Data Used to Form this Goal:
1. Results on ELPAC from CDE Dataquest 2. D and F list
Findings from the Analysis of this Data:
The percentage of students scoring Early Advanced or Advanced is 84% for 2016-2017, which shows an increase from the previous year's 77% of students scoring at Advanced or Early Advanced.
How the School will Evaluate the Progress of this Goal:
1. Results from CAASPP Exam 2. EADMS quarterly local assessment data 3. Infinite Campus Data 4. D/F list from gradebook 5. Results from ELPAC assessments 6. Results from monthly MERIT assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Improve engagement, rigor and support for EL and RFEP students. a. One 3.75 hour EL Aide to provide support for students during core classes b. Provide site EL coordinator to monitor progress of EL/RFEP students, teach EL, and host the parent ELAC meetings c. Encourage parent participation to meetings with offering food and incentives. d. Implement "SDAIE Strategy of the Month" in every core classroom; discuss impact at department meetings. e. Provide ELD professional development to all teachers from District EL Coordinator. f. Implement quarterly ELAC and DELAC meetings. g. Ensure rigorous course of study for all EL/RFEP (STEM for ALL). h. Special recognition at Awards Assembly and lunch field trip to students scoring 5% or more improvement on their CELDT score. i. Visit a college with EL parents and students for spring ELAC meeting. j. All EL students have an additional 50 minutes per day of ELD	2017-18	Site and District EL Coordinators, Administrators, Teachers	Bilingual Aide 3.75 hours as specified in the LCAP	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	10,573
			Bilingual Aide for Homework Club.	2000-2999: Classified Personnel Salaries	Title III	3,600
			Kate Kinsella 2 day Institute for EL PD (5 teachers $825 total) sub cost = 5 x $140 = $700 travel expense = $125 Registration costs = $1750	1000-1999: Certificated Personnel Salaries	Title III	2,575
			Refreshments for parent meetings	5000-5999: Services And Other Operating Expenditures	Title III	250
			District EL Coordinator	1000-1999: Certificated Personnel Salaries	District Funded	40,352
			Refreshments for ELAC meetings (Parent Involvement and Education funded $881)	5000-5999: Services And Other Operating Expenditures	Parent-Teacher Association (PTA)	0
			College visit in the Spring with EL students and parents (per LCAP to raise college awarenes)	5000-5999: Services And Other Operating Expenditures	LCFF - Base	700

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

Planned Improvements in Student Performance

<div align="center">

School Goal #4

</div>

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

SUBJECT: School Environment/Student Engagement
LEA/LCAP GOAL:
Goal 2 on Local Control Accountability Plan states that Bear Valley Unified School District will provide an educational setting that is conducive to learning. Goal 3 on Local Control Accountability Plan states that Bear Valley Unified School District will increase engagement level of students.
SCHOOL GOAL #4:
Improve school environment by increasing 2% on the FIT score to 93% Improve student engagement by 10% in the 2017-18 school year from average 58% in 2015-16 to 68% in 2016-17 as measured by the Youth Truth Survey. Questions include: Does what you learn help you outside? (44%); Do you enjoy coming to school? (56%); and Do you take pride in your work? (69%)
Data Used to Form this Goal:
• Feedback from parents (SSC, ELAC, Positive School Climate meetings, Pastry with the Principal, Coffee with the Counselor). • SWIS data system to analyze referral data and share with staff • "Asset-builders" survey in May 2017 to monitor school climate progress from 2010-2017. • Healthy Kids Survey • FIT scores • Informal meetings with staff • Suspension and Expulsion data • Youth Truth Survey
Findings from the Analysis of this Data:
• Support staff and resources are imperative to providing an educational setting that is conducive to learning. • Safety personnel are needed for locker room coverage and in gym when students exit locker rooms due to decrease in the number of PE teachers. With Safety Assistants covering these areas, the number of incidences has drastically decreased. • Drop off and pick up areas have improved with the "Please Pull Forward" signs and consistent monitoring. Crosswalks are needed on Jeffries along with flashing school lights. Cameras are needed for field safety. • The FIT score has increased a total of 13% from a score of 78.25 in 2012 to a score of 91.62% in 2017. Our FIT score hit a district high of 90.77 in 2014, but, unfortunately went down by 1.5% in 2015. In 2016, the FIT score for BBMS was 91%.

- The Asset-builders Survey shows an average 32% improvement from 2010 to 2016 in the building of assets among our students. Research shows that the more assets students have, the greater the student achievement and success, therefore we consider BBMS to be an asset-building school.
- Alternative means of correction, including on-campus suspensions, to include counseling and working on changing behavior continues, along with the PBIS "Check in/Check out" process, but, students still did things to get suspended.
- For the 2016-17 year, the number of off-campus suspension was 42, with a number of students suspended more than once. This represents an increase of 28%.

How the School will Evaluate the Progress of this Goal:
Progress monitoring and data analysis will occur at one or more of the following meetings: PBIS Team Leadership Staff Late Start Department Team

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Address Campus Safety. a. Utilize part time Safety Assistant to do the following: • Daily monitoring of parent drop off area in the morning and the gym at the beginning and end of each period. (The pick -up area and other periods to be monitored by p.m. safety assistant. • Be visible to students during passing periods, break and lunch for increased security. • Assist in the intake of student statements and tracking of discipline to maintain safety. • Be part of the Safety Committee and SSC quarterly meetings. b. Repair security cameras c. Continue SSA (Safe School	2017-18	District, Principal, Safety Assistant, SAP Coordinator, Teachers, Safety Chairperson M&O Director	Safety Assistant 3.75 hour	2000-2999: Classified Personnel Salaries	LCFF - Base	9,381
			Repair or replace broken security cameras		District Funded	
			Safe School Ambassador program costs	2000-2999: Classified Personnel Salaries	Donations	19,132
			Send staff member team to training in Restorative Practices and Using Circles Effectively.	5700-5799: Transfers Of Direct Costs	General Fund	1,000
			Contract with Community Matters to provide a "restart" training to our Safe School Ambassadors team. Costs will be covered by a combination of a grant from our local JPA and site discretionary funds. ($5,292 from grant)	5700-5799: Transfers Of Direct Costs	General Fund	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Ambassador Program) and building relationships with students. Work with Soroptimist to fund program costs ($19,132) d. Train staff in Restorative Practices and Using Circles Effectively to offer an additional other means of correction. e. Stock storage containers with updated supplies.						
2. Increase FIT Score. a. Review with all staff the FIT results and areas needing improvement. (Sept./Oct. 2017) b. Meet with custodians to review progress. (Monthly) c. Place work orders and monitor their completion. (Weekly) d. Organize a fall and spring SOS (Serve Our Schools) day to utilize student, parent and community service. (September 2017 and May 2018) f. Revisit Campus Beautification STEM Project by students on the corner of Georgia and BB Blvd.	2017-18	District, Principal, Custodians, Teachers, M&O Director	Campus Beautification projects Blvd project (Cub Backers to fund $400) Plant flowers in front planter. (Hunter's Nursery donated flowers and plants)		Donations Donations	400 200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3. Improve student engagement levels, classroom and campus behavior. a. Share SWIS Behavior Data and Youth Truth Survey with staff. Brainstorm ideas on how to increase engagement while decreasing defiant behaviors. b. Expect to see students engaged in the 4 C's (Critical Thinking, Creativity, Collaboration and Communication) during classroom visitations. c. Get feedback from our student leadership groups (ASB, Interact, and SSA) on their ideas regarding student engagement. Solicit their help with implementation and buy in. d. Issue random MERIT points and Cub Paws for kids caught being good. e. Reward MERIT levels with prizes and privileges j. "Expectation Rotations" to define our expectations; do team-building (Aug. 2017) k. Plan and implement a "Synergy Day" to revisit expectations and build relationships and understanding. (Jan. 2018)	2017-18	Teachers, Student Leadership, Principal, SAP Advisor	Incentives for positive behavior and MERIT plaques and prizes for levels		Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	600

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4. Implementation of PBIS. a. Continue PBIS trainings; train secretary and Safety Assistant on SWIS Data Monitoring System. b. Share at staff meetings successes with students; remember they "don't care how much you know, until they know how much you care!" c. All staff use the PBIS Office Discipline Referral (ODR) for tracking purposes in SWIS. d. PBIS Coach conduct monthly PBIS meetings to review SWIS data, address concerns and evaluate programs. e. Maintain Student Assistant Program (SAP), Safe School Ambassador (SSA) program, and MERIT System with SAP Advisor f. Continue weekly counselor meetings to ensure every referred student is counseled; share strategies; monitor the check in/check out system for Tier 2 students. g. Teachers greet students by their door each day during passing periods. h. Evaluate MERIT System at every staff meeting to make improvements. i. Work with a MERIT System student focus group for feedback.	2017-18	Teachers, Counselor, Healthy Start Advisor, SAP Advisor, Student Leadership, Safety Assistant, Secretary, Principal	Purchase of new PBIS Expectations signage for school grounds, including classroom expectation signage.	5700-5799: Transfers Of Direct Costs	General Fund	1,000
			SAP Advisor	3000-3999: Employee Benefits	Donations	19,493
			Healthy Start Advisor	2000-2999: Classified Personnel Salaries	District Funded	
			District SWIS licenses for PBIS data entry	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	1,200
			LCAP (SCG) Academic Counselor	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	118,000
			Registration cost for two staff members	5000-5999: Services And Other Operating Expenditures	Title I	600

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
j. Training on I-MTSS Interconnected Multi-systems of support						
5. Increase enrichment activities at the school and provide limited bus transportation for access to all. a. Establish a plan for afterschool enrichment classes with the Enrichment Coordinator (September) b. Keep records of attendance after each session c. Ongoing monitoring of the enrichment classes d. Offer an afterschool enrichment/intervention bus on designated Tuesdays. e. Help provide bus transportation to Athletics.	2017-18	Principal, Enrichment Coordinator, Secretary, Athletic Director	LCAP (Base) District Teacher Salaries Enrichment 3 teachers, 2 hours per week for elem. and BBMS	1000-1999: Certificated Personnel Salaries	LCFF - Base	42,000
			LCAP (SCG) District Enrichment/ Intervention Transportation for elem. and BBMS	4000-4999: Books And Supplies	LCFF - Supplemental	5,000
			League transportation for Athletics	5700-5799: Transfers Of Direct Costs	LCFF - Base	4,000

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT: STEAM
LEA/LCAP GOAL:
LCAP Goal # 1 – Increase percent of students who are on track to graduate college and career ready.
SCHOOL GOAL #5:
Improve the "STEAM for ALL" program by 10% as measured by the score on the STEM Maturity Model and increased access to STEAM opportunities.
Data Used to Form this Goal:
Results from STEM Maturity Model Participation rate in STEAM electives Participation rate in STEAM/Career Symposiums Participation rate in the Robotics teams
Findings from the Analysis of this Data:
Results from STEM Maturity Model: Overall score of implementation and environment in 2015-2016 was 2.1 which increased to 2.4 in 2016-2017 which is a 12.5% increase Overall score for all elements (requirements, implementation, environment, and cross-discipline) was 1.3 in 2015-2016 and 1.9 in 2016-2017 which is 32% increase. STEAM elective offerings comprise 70% of the current elective offerings. During the 2017-2018 school year, BBMS will offer two new STEAM electives, in addition to those already implemented. The goal is to further embed STEAM opportunities into other electives such as ELD, Directed Studies, Core Support, and ASB.
How the School will Evaluate the Progress of this Goal:
Monitor progress on goal by reviewing the above metrics.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide STEAM opportunities to 100% of the students. a. Schedule quarterly STEM/Career Symposiums available to all students during 6th period or assembly schedule. b. Increase STEAM Elective and Robotics classes to interested students; complete interest inventories to guide curriculum and promote engagement. (Aug./Sept.) c. Expand Robotics team participation through electives and a focus on girls with the addition of a female Robotics team coach. Participate in Robotics competitions (Nov./Dec.) d. Implement school-wide "Hour of Code" (December) e. Encourage staff to go to code.org to earn their certificates for "Hour of Code" f. Communication with SBCSS STEAM Facilitator to stay abreast of STEAM field trip opportunities (STEAMapalooza for 7th grade; Nascar Raceway for 8th grade) g. Build community, business and University partnerships to strengthen our STEAM program. h. Plan and host a district-wide STEAM Night. (May 2018) i. Plan STEAM field trips.	2017-18	Teachers, Department Chairs, Principal, Secretary, STEM facilitator (in my dreams)	STEMapalooza Event Bus Transportation less $350 from SBCSS = $550 Sub cost for 2 teachers = $280	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	830
			LCAP (SCG) STEM	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	9,500
			Grant-funded resources for		Donations	1,000
Use the STEAM Maturity Model with staff at department and/or Late Start meetings a. Review complete assessment results in spreadsheet tool.	2017-2018	Teachers, Department Chairs, Principal, Secretary				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
b. Self-assess STEAM program maturity using the tool for all elements (including "Requirements" and "Cross-discipline elements) as compared with independent assessment. c. Identify areas for improvement. d. Create a formalized action plan for the year to address areas for improvement. e. Track progress and adjust as needed.						
Set up meeting times for cross-curricular TEAMS (Math/Science meet with ELA/SS teacher) to develop STEAM action plans. a. Monthly cross-curricular TEAM meetings set in meeting schedule b. Schedule half day subs to work on STEAM Maturity Model rubrics. c. Create "STEAM Virtues" for BBMS	2017-2018	Teachers, Department Chairs, Principal, Secretary	16 half day subs needed for TEAM meetings on separate days to analyze STEM Maturity Model	1000-1999: Certificated Personnel Salaries	Unrestricted	1,120
Attend the STEAM Inland Empire Network meetings with at least one teacher	2017-18	Teachers, Department Chairs, Principal, Secretary	Sub cost for teacher attendee (5 meetings)	1000-1999: Certificated Personnel Salaries	Unrestricted	700
Expand STEAM curriculum with the purchase of new materials to support new STEAM elective offerings, including Art and Engineering.	2017-18	Teachers, Department Chairs, Principal, Secretary	Purchase materials for STEAM elective offerings through Lighthouse Grant funds.	4000-4999: Books And Supplies	None Specified	8,000
Participate in the district-wide STEM & Innovative Technology Committee and Next Generation Science Standards (NGSS) Committee with staff representation	2016-17	Superintendent, Executive Directors, Principal, Teachers	Develop consistent implementation and articulation plan for K-8, 9-12			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Develop district-wide K-12 NGSS Transition Plan and create units			

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:
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 2016 to 2017: 7th grade: from 40% to 48% 8th grade: from 38% to 46% 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 2016 to 2017: 7th grade: from 26% to 46% 8th grade: from 31% to 42%

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	iReady pilot training; Big Ideas math training; Department level curriculum/ assessment planning meetings; Next Generation Science Standards training	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	120,000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

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

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

Centralized Services for Planned Improvements in Student Performance

<u>**Centralized Service Goal #3**</u>

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.	5000-5999: Services And Other Operating Expenditures	Title III	120000

Centralized Services for Planned Improvements in Student Performance

<u>**Centralized Service Goal #4**</u>

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
Provide support for Title I students throughout the district via continued professional development, parent involvement, and additional costs. (Total allocation for all Title I schools: Big Bear Elementary, Baldwin Lane Elementary, North Shore Elementary, Big Bear Middle School, Chautauqua High School)	2017-2018	Executive Director of Educational Services	10% for Professional Development	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 II Part A: Improving Teacher Quality	

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I Part A: Parent Involvement	878.00	878.00
Title I	86941.00	26,086.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
District Funded	50,905.00
Donations	42,821.00
General Fund	3,000.00
LCFF - Base	72,807.00
LCFF - Supplemental	331,608.00
None Specified	8,000.00
Parent Teacher Association/Parent Faculty Club	600.00
Parent-Teacher Association (PTA)	0.00
Title I	60,855.00
Title III	6,425.00
Unrestricted	23,070.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0001-0999: Unrestricted: Locally Defined	53,976.00
1000-1999: Certificated Personnel Salaries	272,212.00
2000-2999: Classified Personnel Salaries	42,686.00
3000-3999: Employee Benefits	19,493.00
4000-4999: Books And Supplies	33,750.00
5000-5999: Services And Other Operating Expenditures	18,769.00
5700-5799: Transfers Of Direct Costs	7,000.00
5800: Professional/Consulting Services And Operating	1,200.00
None Specified	16,276.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
5700-5799: Transfers Of Direct Costs		0.00
1000-1999: Certificated Personnel Salaries	District Funded	49,312.00
5000-5999: Services And Other Operating	District Funded	1,593.00
	Donations	1,600.00
2000-2999: Classified Personnel Salaries	Donations	19,132.00
3000-3999: Employee Benefits	Donations	19,493.00
5000-5999: Services And Other Operating	Donations	796.00
None Specified	Donations	1,800.00
5700-5799: Transfers Of Direct Costs	General Fund	3,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	42,000.00
2000-2999: Classified Personnel Salaries	LCFF - Base	9,381.00
5000-5999: Services And Other Operating	LCFF - Base	2,950.00
5700-5799: Transfers Of Direct Costs	LCFF - Base	4,000.00
None Specified	LCFF - Base	14,476.00
	LCFF - Supplemental	132,529.00
0001-0999: Unrestricted: Locally Defined	LCFF - Supplemental	53,976.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	118,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	10,573.00
4000-4999: Books And Supplies	LCFF - Supplemental	5,000.00
5000-5999: Services And Other Operating	LCFF - Supplemental	10,330.00
5800: Professional/Consulting Services And	LCFF - Supplemental	1,200.00
4000-4999: Books And Supplies	None Specified	8,000.00
None Specified	None Specified	0.00
	Parent Teacher Association/Parent Faculty	600.00
5000-5999: Services And Other Operating	Parent-Teacher Association (PTA)	0.00
1000-1999: Certificated Personnel Salaries	Title I	58,505.00
4000-4999: Books And Supplies	Title I	1,750.00
5000-5999: Services And Other Operating	Title I	600.00
1000-1999: Certificated Personnel Salaries	Title III	2,575.00
2000-2999: Classified Personnel Salaries	Title III	3,600.00
5000-5999: Services And Other Operating	Title III	250.00
1000-1999: Certificated Personnel Salaries	Unrestricted	1,820.00
4000-4999: Books And Supplies	Unrestricted	19,000.00
5000-5999: Services And Other Operating	Unrestricted	2,250.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	218,900.00
Goal 2	78,985.00
Goal 3	58,050.00
Goal 4	223,006.00
Goal 5	21,150.00

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
Shelley Bassham	X				
		X			
		X			
Nate Haston		X			
Jennifer Higgins				X	
Dino DeMarco				X	
Tiffany Bumstead				X	
Susan Elliott			X		
Max Mendoza				X	
Jamie Palmer				X	
Numbers of members of each category:	**1**	**3**	**1**	**5**	

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

Parent Involvement Policy

Bear Valley USD
Board Policy
Parent Involvement

BP 6020
Instruction

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

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

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

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

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

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

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

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

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

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

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

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

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

LABOR CODE
230.8 Time off to visit child's school

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

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

11/9/2017   DTS - Edit Document

[Save Data] [View Current Document] [View Section]

Please sign the document

                                                                                    Clear

───
                                                                                  Signature

☐   Departmental Advisory Committee (secondary)

Please sign this document

                                                                                    Clear

───
                                                                                  Signature

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

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

Attested:

9/6/17

Please sign the document

                                                                                    Clear

Shelley Bassham
─────────────────────   ─────────────────────   11/9/17
Typed Name of School Principal   Signature of School Principal   ─────────
                                                                                  Date

Please sign the document

                                                                                    Clear

Lisa Duran
─────────────────────   ─────────────────────   11/9/17
Typed Name of SSC Chairperson   Signature of SSC Chairperson   ─────────
                                                                                  Date

Previous Section   Current Section   Next Section
School Site Council Membership   Recommendations and Assurances   Parent Involvement Policy

©2007 Document Tracking Services