

SINGLE PLAN FOR STUDENT ACHIEVEMENT

FOR
2017-2018

Baldwin Lane Elementary School



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The Single Plan for Student Achievement

School: Baldwin Lane Elementary School
CDS Code: 36 67637 6112866
District: Bear Valley Unified School District
Principal: Melinda Peterson
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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

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School Vision and Mission

Baldwin Lane Elementary School's Vision and Mission Statements

District Slogan

"Educate, -Inspire-Prepare!"

District Mission

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

District Vision

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

Baldwin Lane Elementary School is located in the eastern section of Big Bear Valley and provides rigorous instruction for students in grades TK-6. Baldwin Lane was built in 1995 and currently has 10 main building classrooms and an additional 17 portable classrooms. The school has a library, multipurpose room (stage/cafeteria), one play structure, blacktop play area, and separate TK/Kinder play area. Every teacher has a laptop, Eno board, and document camera. One to one devices are provided for our students, and we continue to utilize various technology to support the classroom learning. In addition, all teachers are teaching STEAM lessons (Science, Technology, Engineering, Art, Math), incorporating the Next Generation Science Standards, math, engineering, art, and critical thinking. These lessons are further supported with recently received Lego purchases for Lego Robotics in 3rd - 5th grade.

For the 2017 - 2018 school year, a total of 455 students are enrolled comprised of 69.74% students who are eligible for free and reduced lunch program, 15.16% students who qualify for special education services, and 3.30% English Learners.

Baldwin Lane has 17 classroom teachers, two full time Specialized Academic teachers, one full time Special Day Class teacher, one full time Title I teacher, and one full time LCAP Intervention Specialist. Grades TK - 6 have embedded

English Language Learner instruction with a certificated teacher and/or EL Coordinator.

We have two district Psychologists, a district Speech/Language Pathologist, and access to two Occupational Therapists and a Physical Therapist through our SELPA, to assist students with Individual Education Plans (IEPs).

Additionally, students receive support from four Title I aides, four Special Education Aides, and one English Language Learner aide. There are two cafeteria staff, two full time custodians, one attendance clerk, one school secretary, one health clerk, one librarian, and a district nurse as needed to assist our students.

Our students are also supported with a Family Advisor through the Healthy Start Program for social/emotional needs, family support and community collaborative support programs.

Site Description

Student Demographics

**Student Demographic
by Ethnicity**

Student Subgroup	2014-15	2015-16	2016-17
American Indian or Alaska Native	2 (0.5%)	1 (0.2%)	2 (0.4%)
Asian	3 (0.7%)	3 (0.7%)	3 (0.7%)
Pacific Islander	0 (0.0%)	1 (0.2%)	0 (0.0%)
Filipino	0 (0.0%)	0 (0.0%)	0 (0.0%)
Hispanic or Latino	106 (24.7%)	100 (24.3%)	120 (26.1%)
African American	2 (0.5%)	1 (0.2%)	0 (0.0%)
White (not Hispanic)	299 (69.7%)	294 (71.5%)	318 (69.3%)
Multiple or No Response	2 (0.5%)	0 (0.0%)	0 (0.0%)
Total Enrollment	429	411	459

**Students Receiving Free or
Reduced Price Meals**

	2015-16	2016-17
Number	325	319
Percent	70	70

Parent Education Level

# Responses	2015-16	2016-17
Post Graduate	43	45
College Graduate	80	76
Some College	178	175
HS Diploma	113	131
Not HS Graduate	27	32

Enrollment

School Enrollment Trends

Grades	2014-15	2015-16	2016-17
TK	25	24	28
K	65	71	98
1	70	50	64
2	48	66	51
3	57	48	67
4	60	65	41
5	57	61	74
6	71	50	64
7	0	0	
8	1	0	
9	0	0	
10	0	0	
11	0	0	
12	0	0	

Staffing and Teacher Credentials

Teachers	School			District		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
With Full Credential	20	19	23	97	98	115
Without Full Credential	0	0	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).

The Title I Parent Survey was administered in Spring, 2017. This survey is comprised of a set of questions relating to school climate, culture, academic progress and Title I knowledge. Baldwin Lane Elementary is a school wide Title I school. This allows for interventions and programs to be offered to all students within the school setting. The following results are based on the 33 parents who responded to the survey:

- 97% of those parents surveyed agreed/strongly agreed that they felt welcome in the school.
- 88% of those parents surveyed agreed/strongly agreed that they were knowledgeable about what was going on in school.
- 34% of those parents surveyed agreed/strongly agreed that they were knowledgeable about the Title I program, and 40% of those parents surveyed agreed/strongly agreed that they were knowledgeable about the school's status as a Title I school.
- 91% of those parents surveyed agreed/strongly agreed that they regularly communicate with teachers, and 89% of those parents surveyed agreed/strongly agreed that staff communicates efficiently.
- 75% of those parents surveyed agreed/strongly agreed that the school provides parenting resources, and 62% of those parents surveyed agreed/strongly agreed that the school offers informational events.
- 60% of those parents surveyed agreed/strongly agreed that the school asks for input on student/family events, and 63% of those parents surveyed agreed/strongly agreed that the school provides input on student learning.
- 90% of those parents surveyed agreed/strongly agreed that they felt knowledgeable about the expectations for their child, and 94% of those parents surveyed agreed/strongly agreed that they knew how to help with homework.
- 88% of those parents surveyed agreed/strongly agreed that their child receives additional academic help when needed, and 63% of those parents surveyed agreed/strongly agreed that parents are involved in decision making.
- 87% of those parents surveyed agreed/strongly agreed that their child made adequate progress over the course of a year.

Based on this data from the Title I Parent Survey, it appears we need to offer additional parenting classes to explain Title I policies and procedures as well as asking parents for their input on school events, decision making and student

learning. The survey speaks highly to Baldwin Lane's positive school culture and communication with students and staff. A challenge area is promoting the survey to obtain a higher percentage of parent participation.

The California Healthy Kids Survey is administered every other year to 5th grade students only at the elementary level. This survey indicates how students are feeling about academic success, safety, environment and substance use. This survey's results are based on all 5th grade student's within Bear Valley Unified School District.

- 57% of those students surveyed in 5th grade agreed that they connected with the school, had caring adult relationships and high expectations for themselves.

- 46% of those students surveyed in 5th grade agreed they had high academic motivation, while 20% of those students surveyed in 5th grade felt they had meaningful participation.

- 83% of those students surveyed in 5th grade agreed they feel safe at school, and 60% of those students surveyed in 5th grade agreed they had been hit or pushed, had mean rumors spread about them, and been called bad names.

- 59% of those students surveyed in 5th grade felt students were well behaved and 49% of those students surveyed in 5th grade felt students were treated fairly when breaking school rules.

- 82% of those students surveyed in 5th grade felt students were treated with respect.

Base on the data from The California Healthy Kids Survey, it is very positive to see the majority of students surveyed agreed they were treated with respect and felt safe at school. A challenge area is working on student participation and making them feel part of the classroom program. It also appears that we need additional support in the area of discipline in addition to the Positive Behavior and Intervention Support Program that we currently have in place.

Classroom Observations

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

Informal classroom observations include walk-throughs and classrooms visitations several times a month by the principal. Observation criteria include the expectation of the 4 C's (Critical Thinking, Creativity, Collaboration and Communication) in every classroom, the implementation of the eight mathematical practices within GO Math, implementation of the newly adopted ELA, Wonders program, Step Up To Writing strategies, and the inclusion of the practices surrounding the Next Generation Science Standards and STEAM. With 1:1 with devices, instructional strategies and use of technology to support instruction will also be a component of observation criteria. In addition, inclusion of English Learner strategies as we strive to support our English Learners is expected. The superintendent visits classrooms at least quarterly with the Leadership Team and discusses progress of the site. This team has a shared commitment to observe the SAMR model, effective first teaching practices, guided/independent practice, checking for understanding and student collaboration as well as infusion of informational text.

During our first quarter observations of the 2017 - 2018 school year, we have observed a high level of rigor and implementation of newly adopted text in ELA & Math at the elementary level. Students are immersed in technology via 1:1 devices and teacher assisted tools through use of the ENO board and Apple technology. We are seeing an increase in NGSS as well as informational text throughout the district. The EL instruction is also evident with embedded standards found within the Wonders curriculum. Students are collaborating in pairs, small groups and whole class discussions, and we are seeing an additional amount of student led participation and discussion.

Teachers are formally evaluated every other year and new teachers are evaluated for the first two years along with enrolling in the Center for Teacher Innovation induction program aligned with the California Standards for the Teaching Profession that needs to be completed for California credentialing.

For the 2017 - 2018 school year, 11 teachers are in a formal evaluation year and three of those are in the Induction program. One teacher was hired after the start of the year and will begin the Induction program Fall, 2018. All classified staff is evaluated annually.

Analysis of Current Instructional Program

Standards, Assessment, and Accountability

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

The following state assessment data details progress over the past two years. We have aligned our 2017 - 2018 goals with the district LCAP goals. If a specific grade level has already met the LCAP goal, the goal has been increased by 10% for that grade level and is designated by an asterisk.

CAASPP Data for ELA:

33% of all students met or exceeded the standards in ELA on the 2016/2017 CAASPP:

3rd: 44% met or exceeded for BVUSD
4th: 27%
5th: 23%
6th: 37%

32% of all students met or exceeded the standards in ELA on the 2015/2016 CAASPP:

3rd: 33% met or exceeded for BVUSD
4th: 29%
5th: 31%
6th: 37%

Growth from 2015/2016 to 2016/2017:

3rd: + 11%
4th: - 2%
5th: - 8%
6th: even

Overall: +1%

Grade Level Goals for 2017/2018:

*3rd: 54% will meet or exceed
4th: 38%
5th: 43%
6th: 48%

*Already met LCAP goal

LCAP Goals for 2017 /2018:

3rd: 38%
4th: 38%
5th: 43%
6th: 48%

After reviewing the ELA CAASPP data for 2016/2017 school year, results showed a 1 percentage point overall growth and an 11 percentage point growth for 3rd grade with 6th grade remaining even. The challenging area is 4th and 5th grade who declined 2% in 4th and 8% in 5th.

To look into this further, the Claim data shows the following over a 3 year period from 2014/2015 - 2016/2017:

Reading: Demonstrating understanding of literary & non fictional texts

Near/Above Standard: from 48% (2015) to 56% (2017) which is a percentage point increase of 8%

Writing: Producing clear and purposeful Writing

Near/Above Standard: from 58% (2015) to 59% (2017) which is a percentage point increase of 1%

Listening: Demonstrating effective Communication Skills

Near/Above Standard: from 70% (2015) to 74% (2017) which is a percentage point increase of 4%

Research/Inquiry: Investigating, Analyzing & presenting information

Near/Above Standard: from 71% (2015) to 59% (2017) which is a percentage point decrease of 12%

The Claim data shows a positive growth in Reading, Writing and Listening with Listening being the highest area in the 74% range. Research/Inquiry slightly decreased 12%. This data tells us that we need to focus on research/inquiry skills which relates directly to our local assessments where students are struggling with finding answers within informational text. The data also shows us that students are making steady progress in Reading but may need additional support in writing. These trends help us identify areas for focus on how our local assessments can assist in preparing for the CAASPP testing for 2018.

Listening skills remain high with teachers utilizing 1:1 devices with personal headsets and ENO board instruction with speaker led discussions from curriculum or teacher read instruction. Step Up to Writing has been a positive addition to the writing program and is now a good supplement to Wonders. Reading improvement should continue with the implementation of Wonders and the non fiction that it provides. The greatest concern is Research/Inquiry which will need additional intervention through our LCAP Intervention & Title I support. This will require re-teaching of skills and practice within the grade level core curriculum in small groups or individual lessons. We will need to review individual student reports in 4th and 5th grade to determine why these students are declining and put supports in place to assist in their progress. Students can participate in after school reading intervention on Tuesdays to support their learning in this area.

CAASPP for Math:

26% of all students met or exceeded the standards in Math on the 2016/2017 CAASPP:

3rd: 51% met or exceeded for BVUSD
4th: 9%
5th: 12%
6th: 28%

22% of all students met or exceeded the standards in Math on the 2015/2016 CAASPP:

3rd: 24% met or exceeded for BVUSD

4th: 22%
5th: 18%
6th: 26%

Growth from 2015/2016 - 2016/2017:

3rd: +27%
4th: -13%
5th: - 6%
6th: +2%

Overall: 4%

Grade Level Goals for 2017/2018:

*3rd: 61% will meet or exceed
4th: 24%
5th: 26%
*6th: 38%

*Already met LCAP goal

LCAP Goals for 2017 /2018:

3rd: 38%
4th: 24%
5th: 26%
6th: 34%

After reviewing the Math CAASPP data for 2016/2017 school year, results showed a 4 percentage point overall growth and a 27% growth for 3rd grade with 2% growth for 6th grade. The challenging area is 4th and 5th grade who declined 13% in 4th and 6% in 5th.

To look into this further, the Claim data shows the following over a 3 year period from 2014/2015 - 2016/2017:

Concepts & Procedures: Applying Mathematical concepts & procedures

Near/Above Standard: from 39% (2015) to 47% (2017) which is a percentage point increase of 8%

Problem Solving & Modeling/Data Analysis: Using appropriate tools & strategies to solve real world and mathematical problems

Near/Above Standard: from 52% (2015) to 51% (2017) which is a percentage point decrease of 1%

Communicating Reasoning: Demonstrating ability to support mathematical conclusions

Near/Above Standard: from 57% (2015) to 56% (2017) which is a percentage point decrease of 1%

The claim data shows a positive growth of 8% in Concepts and Procedures. Both Problem Solving & Modeling/Data Analysis and Communicating Reasoning showed a slight decline of 1% overall. This shows half of our students meeting/exceeding these two areas. With the adoption of GO Math for the 2016 - 2017 school year, we saw an increase in rigor and the pacing had to be changed to meet the new standards presented in this curriculum. As teachers continue to review and pace, this area should increase for this year.

We have seen an increase in real world problems within our new textbook. Many of our students still struggle with basic addition, subtraction, multiplication and division facts. We are currently purchasing the Reflex Math, an online math facts program, to assist students in mastering these skills. We have also added a 6th grade math intervention class before school on Thursday mornings. Students can also attend one of two math intervention classes on Tuesday after school.

English Learners:

We currently have 14 EL students and 8 RFEP'd students at Baldwin Lane Elementary School for the 2017 - 2018 school year.

We are servicing our EL population with the new Wonders curriculum that correlates and helps supplement understanding of what they are learning in class. The ELL program contains resources to scaffold instruction for three levels of English learners, with a variety of sentence frames, graphic organizers, glossaries and other tools for use in whole group, small group, or one to one instruction - all designed to help English learners master grade level content. Due to the small number of EL students we do not have a significant subgroup that reports for state testing.

The last CELDT test showed:

Intermediate - 8

Early Advanced - 4

Beginner - 1

Beginning this spring, we will administer the ELPAC, English Language Proficiency Assessment for California, that will replace the CELDT. It will test four areas including Listening, Speaking, Reading and Writing.

Local Assessments:

District assessments, benchmarks and quarterly assessments are administered four times a year. District curriculum provides support through chapter tests, quizzes and pacing in order to meet all grade level standards. EADMS provides a data system to report student scores and develop reports and graphs to show student progress and identify areas of needs based upon ongoing assessment data. Teachers modify instruction accordingly to meet the needs of all students by small group instruction, one on one instruction, individualized online computer adaptive support programs, and in school/after school intervention opportunities. The following data outlines our progress for first quarter benchmarks.

First Quarter Benchmarks 2017/2018 ELA:

Grade 3:

82% met/exceeded

Grade 4:

9% met/exceeded

Grade 5:

15% met/exceeded

Grade 6:

1% met/exceeded

First Quarter ELA assessment data shows us 3rd grade is progressing well, yet the intermediate grades 4 - 6 are struggling. This is the first benchmark administered with the new Wonders curriculum and may be the reason for the drop in scores. Students and teachers are still learning the material and the pacing of the curriculum. Teachers met recently to review data and remarked on the consistency of scores in 4th - 6th grade. Teachers pointed out the the majority of questions are multiple step. Students had to do well on first part in order to receive full credit. The questions had complex vocabulary and text. After reviewing data, it showed students doing well on the first part of the question, yet failing the second step. In order to complete the questions, students had to go back to the story and extract information from text to prove the question. This is all new curriculum to the students mainly based on non fiction text and can provide a challenge due to the change in text.

In order to address these challenges, teachers will now review and reteach test questions with their students so they can see where there was a discrepancy. They can view the story and questions on the ENO board and point out the 2 step process. We will need to teach our intervention support staff as well so they will be equipped to assist our students. Hopefully, as students begin to learn the language of the new curriculum they will improve their scores.

First Quarter Benchmarks 2017/2018 MATH:

Grade 3:

47% met/exceeded

Grade 4:

58% met/exceeded

Grade 5:

13% met/exceeded

Grade 6:

19% met/exceeded

First Quarter Math assessment data shows 3rd & 4th grade near or above the 50% mark, and 5th and 6th grade struggling below 20%. This assessment is completely technology based and many students are still learning how to navigate test questions and answers. Many of the questions require the click and drag technique to answer correctly. The problems are multi step and often have 5 steps within one question. Students do receive partial credit for some correct answers. Teachers met recently to review the benchmarks and still are concerned with students knowing all of the technology to navigate the test site.

In order to address these challenges, teachers will review the benchmark and have students practice similar questions on their devices. This will help the students feel comfortable with clicking and dragging information. They will also focus on multi step problems and explain the need to finish all steps in order to receive credit. These challenges should improve with practice.

Supplemental Reading Assessment Data:

iReady is used to supplement our core reading program. Students in grades 2 - 5 have individual, web based accounts for practicing phonics, phonemic awareness, fluency, comprehension, etc. All students showed positive growth for first quarter. Baldwin Lane's target of 100% by the end of first quarter had 30% achieve, 14% on or above, and 66% still progressing. Grade level growth is as follows:

2nd 51%

3rd 97%

4th 78%

5th 42%

We will continue to work on this program as a supplement to core to support reading growth.

SRI is also used as a reading supplemental program for comprehension skills. Students read chapter books at their reading level and take short comprehension tests on a computer based program. The following data shows grade level scores for first quarter, 2017 - 2018:

2nd 50% proficient
3rd 44% proficient/advanced
4th 30% proficient
5th 33% proficient
6th 27% proficient

2nd and 3rd grade continue to hold high proficiency levels with third grade moving into the advanced range. This data aligns with our previous data of our 4th, 5th and 6th grades struggling with reading skills. It is one additional measure to help us assist our students with building basic reading skills to support their grade level content standards.

We will continue to explore new intervention strategies and tools to help our students have positive growth for the 2017 - 2018 school year.

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

Grade level teams meet regularly for training and data analysis with our district instructional coach. They review pacing, planning and assessments in order to monitor progress and modify instruction where necessary. They meet with site and district teams to review and revise benchmarks and performance tasks on a quarterly basis. At the site level, the principal and intervention teachers meet to review quarterly assessments and monitor individual progress. We regularly assess students and review their progress in Title I programs and place students in intensive and less intensive intervention programs within the school day. Those students needing additional assistance are referred to our SST program to receive additional ideas for supporting their progress. Teachers have been turning in grade level lesson plans to the principal for review of pacing and implementation of newly adopted texts. This is helping the entire team stay on schedule and in alignment with the district pacing guide.

We continue to have a large special education population at Baldwin Lane. All CAASPP data was reviewed with the special education teachers at the beginning of the year and goals were established to move students from band 1 to 2 for the upcoming year. The expectation of utilizing core curriculum was also discussed in order for all students to receive grade level text instruction. Benchmarks was another area of discussion so that all special education students can be monitored for growth in this area as well. We will continue meeting quarterly to discuss student assessments and progress.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff

Baldwin Lane has three new teachers in year two of the Induction program. They have been assigned coaches to assist in completing this two year program. The district funds the cost of the program.

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

All teachers have access to professional development offered through the district. Training and planning is ongoing and offered

regularly on minimum day Thursdays. We currently have extensive training for our newly adopted GO Math and Wonders program.

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

Professional development is aligned to California Content Standards and newly adopted text. Teachers participate in several conferences throughout the year including but not limited to the California Annual STEM Symposium, CUE, iReady, Kindergarten Conference, and others as they become available.

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

District funded curriculum support is available to assist teachers in instructional planning and preparation. The curriculum support facilitator meets regularly with TK - 6 teachers to develop report cards, assessments and instructional planning. Teachers continue to modify and develop pacing guides to integrate newly adopted curriculum and NGSS materials. Benchmarks are reviewed quarterly to ensure student's are making growth toward grade level standards and assessments are in alignment with instruction.

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

Teachers meet quarterly with district grade level teams to collaborate and plan for instructional strategies, data analysis, curriculum, and on-going programs. Site level meetings are held monthly to monitor progress and develop pacing guides. The Elementary Professional Development Planning Calendar includes weekly planning sessions for the minimum day Thursday. The following schedule is a brief description of the plan for the 2017 - 2018 school year for Baldwin Lane Elementary School.

First Quarter

- Review Title I/LCAP instructional programs
- Review CAASPP data
- Wonders planning
- GO Math planning
- District Articulation
- STEAM
- NGSS
- Progress Reports/Conferences
- Grade level planning

Second Quarter:

- Quarterly benchmark review & Interventions
- Wonders Training
- EL training
- Disaster/Intruder training, Active Shooter Training
- District Articulation
- STEAM
- EADMS
- PBIS
- Grade level planning

Third Quarter:

- CAASPP Review
- Quarterly benchmark review & Interventions
- District Articulation x 2
- STEAM
- PBIS
- Lego Lab

- NGSS
- Grade level planning

Fourth Quarter:

- CAASPP
- Grade level planning
- STEAM
- District Articulation
- Wonders
- Intervention planning
- Data review - 2018 - 2019 planning

Teaching and Learning

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

All teachers utilize state adopted materials to support California Content Standards. The teachers are provided direct training for newly adopted curriculum as well as planning days. Monitoring of the use of these materials is provided through the use of iReady diagnostics and Progress Monitoring, Quarterly Benchmarks on EADMS in both Math and ELA (our student data management system), and curriculum generated assessments.

English Language Arts, TK - 6, Wonders

Writing, TK - 6, Step-Up to Writing & Wonders

Math, K - 6, GO Math

Science, TK - 5, Teacher made materials & embedded NGSS standards within the GO Math and Wonders Curriculum, Grade 6, STEM Scopes

Social Studies, Teacher made materials & facts provided in Wonders Curriculum

Supplemental Programs:

iReady ELA & Math
 Reading A-Z
 News ELA
 Spelling City
 Handwriting without Tears
 Khan Academy
 SRI
 Typing.com
 Scholastic News
 Ready Common Core
 CNN News
 Reflex Math
 LEGO Robotics
 LEGO STEAM activities
 Mystery Science

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

Baldwin Lane is in compliance with all state mandated instructional minutes. TK: 32,400; Kindergarten: 36,000; Grades 1-3: 50,400; Grades 4-6: 54,000

	Required	Scheduled
TK .	32,400	35,100
K	36,000	51,200
1	50,400	51,200
2	50,400	51,200
3	50,400	51,200
4	54,000	54,560
5	54,000	54,600
6	54,000	54,600

Primary +800 minutes

Intermediate + 560 minutes

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

Intervention is offered during the day and after school on Tuesdays for those students needing additional support. In addition, our LCAP intervention specialist currently works with 4th – 6th

grades during the day for support in Math and ELA. A lesson pacing schedule was created in grade level meetings and is accessible by all teachers through a Google Docs folder. Our sixth grade teachers offer an additional Math intervention on Thursday mornings for those struggling in Math. Intervention classes are always open for change and the goal is to exit students out of these classes as soon as they master grade level standards. New students are always welcome to attend and data is observed closely in order to ensure all students are making progress. The principal, Title I teacher and LCAP Intervention Specialist meet quarterly to review data with the site Leadership Team and develop new lists of students for intervention groups and report on progress of students within these programs.

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

Every student has instructional materials available for their appropriate grade level.

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

All students have adopted and standards-aligned instructional materials for regular classroom as well as intervention, such as Go Math, Wonders, iReady, STEM Scopes (6th), Step Up to Writing and Ready Common Core.

Opportunity and Equal Educational Access

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

Title I Intervention TK-6
LCAP Intervention Specialist grades 4 - 6
Parent Volunteers
Edtrust Volunteers
English Learner Instruction

14. Research-based educational practices to raise student achievement

iReady, Read Naturally, and several other web based programs are utilized to raise student achievement. In addition, some practices include cooperative learning, hands on learning, project based learning, and inquiry based lessons to support all students with their individual learning styles. After school intervention classes focus on instructional practices to close the gap.

Parental Involvement

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

Speech
Special Education Instruction
Healthy Start
Desert Mountain Children's Center
Lutheran Social Services
Soroptimist
Rotary
Lion's Club
Doves
Parent Project
PBIS
High School student volunteers
LCAP intervention & enrichment on Tuesdays
Soles for Paws
Booster Club

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)

LCAP meetings
DELAC meetings
Title I parent meetings
School Site Council meetings

Funding

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

The following services are provided using our Title I funds: Title I Interventionist TK-3, Instructional aides TK - 6, technology, professional development opportunities, and supplies. The Title I Interventionist services approximately 75 students daily in small group instruction with the support of two aides. Students are assessed quarterly and fluidly move between regular ed and intervention based on assessments. Students utilize web based programs, Wonders curriculum, GO Math curriculum and iReady. Depending on student assessments, instruction is delivered to support student's in reaching grade level proficiency.

LCFF funding for our Supplemental & Concentration grant provides an LCAP Interventionist for 4th through 6th grades. Students are provided intervention in small groups based on quarterly assessments in Math and ELA. Students also receive push in support to assist with specific skills and tools to master grade level standards in Math and ELA within the regular classroom.

18. Fiscal support

Baldwin Lane receives both state and federal funding including Title I, Title II, Title III. In addition, Baldwin Lane receives LCFF based and supplemental grants funding.

Description of Barriers and Related School Goals

Baldwin Lane has a 73% free and reduced lunch count. Many students experience high levels of stress due to single parent families, displaced students living with grandparents, foster youth, doubled up families, and blended families which may impact their student achievement. Another issue includes a transient population as well as increased enrollment with increased percent of students with special needs. There is an additional challenge of many new students arriving from different states that have not used the same curriculum and have a difficult time adjusting. However, Baldwin Lane offers many services through the Healthy Start Program and Soles for Paws to support students in need of basic shelter, food and clothing in order to build a foundation for academic success. Our Family Advisor is dedicated to helping all families in need and supporting the whole family. We pride ourselves in providing a safe and friendly environment for all students and help support our Baldwin Lane family in any way necessary.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	63	48	64	59	46	63	59	46	63	93.7	95.8	98.4
Grade 4	63	68	45	60	67	45	60	67	45	95.2	98.5	100
Grade 5	61	59	73	57	59	73	57	58	73	93.4	100	100
Grade 6	70	52	68	69	51	68	69	51	68	98.6	98.1	100
All Grades	257	227	250	245	223	249	245	222	249	95.3	98.2	99.6

* 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 3	2393.4	2392.0	2416.5	17	11	15.87	19	22	28.57	22	30	30.16	42	37	25.40
Grade 4	2417.4	2428.8	2413.3	7	16	8.89	13	13	17.78	27	16	17.78	53	54	55.56
Grade 5	2455.1	2455.0	2428.5	14	9	8.22	21	22	15.07	12	26	16.44	53	43	60.27
Grade 6	2485.7	2506.8	2497.5	3	12	5.88	23	25	30.88	39	33	30.88	35	29	32.35
All Grades	N/A	N/A	N/A	10	12	9.64	19	20	23.29	26	26	24.10	45	42	42.97

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	19	15	15.87	34	48	55.56	47	37	28.57	
Grade 4	12	12	22.22	33	39	28.89	55	49	48.89	
Grade 5	16	7	10.96	30	48	35.62	54	45	53.42	
Grade 6	7	10	10.29	42	49	45.59	51	41	44.12	
All Grades	13	11	14.06	35	45	42.17	52	44	43.78	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	10	17	15.87	42	43	60.32	47	39	23.81
Grade 4	10	16	6.67	47	40	40.00	43	43	53.33
Grade 5	11	16	8.22	39	34	42.47	51	50	49.32
Grade 6	4	16	11.76	64	50	47.06	32	34	41.18
All Grades	9	16	10.84	49	42	47.79	43	42	41.37

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	10	9	14.29	64	70	73.02	25	22	12.70
Grade 4	7	7	13.33	67	70	55.56	27	22	31.11
Grade 5	18	5	8.22	46	64	52.05	37	31	39.73
Grade 6	3	14	10.29	67	63	72.06	30	24	17.65
All Grades	9	9	11.24	61	67	63.45	30	25	25.30

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	14	9	28.57	58	50	41.27	29	41	30.16
Grade 4	12	18	13.33	48	49	37.78	40	33	48.89
Grade 5	21	17	12.33	56	59	31.51	23	24	56.16
Grade 6	13	18	14.71	59	61	57.35	28	22	27.94
All Grades	15	16	17.27	56	55	42.17	30	30	40.56

Conclusions based on this data:

1. There was a significant increase in 3rd grade. 6th grade remained stable. Slight decline in 4th and 5th.
2. A need for a new ELA adoption is necessary in order to assist teachers and students with California Content Standards implementation. This is currently being implemented for the 2017 - 2018 school year and we expect to see growth across the grade levels. iReady, an online program is used to support learning for grades 2 - 5.
3. ELA scores improved overall by 1%.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	63	48	64	59	46	63	59	46	63	93.7	95.8	98.4
Grade 4	63	68	45	60	67	44	60	67	44	95.2	98.5	97.8
Grade 5	61	60	73	59	60	73	59	60	73	96.7	100	100
Grade 6	70	52	68	69	51	68	67	51	68	98.6	98.1	100
All Grades	257	228	250	247	224	248	245	224	248	96.1	98.2	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2417.0	2402.0	2431.5	12	4	19.05	32	20	31.75	25	41	22.22	31	35	26.98
Grade 4	2424.6	2438.7	2412.1	5	4	4.55	10	18	4.55	47	45	38.64	38	33	52.27
Grade 5	2451.9	2452.4	2430.7	5	0	4.11	14	18	8.22	25	32	24.66	56	50	63.01
Grade 6	2466.6	2480.7	2491.0	3	4	5.88	10	22	22.06	39	33	33.82	45	41	38.24
All Grades	N/A	N/A	N/A	6	3	8.47	16	19	17.34	34	38	29.03	43	40	45.16

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	27	9	30.16	32	41	44.44	41	50	25.40
Grade 4	8	10	6.82	32	36	20.45	60	54	72.73
Grade 5	7	3	6.85	20	35	24.66	73	62	68.49
Grade 6	9	8	13.24	21	38	36.76	70	54	50.00
All Grades	13	8	14.52	26	37	32.26	61	55	53.23

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17	11	25.40	44	41	49.21	39	48	25.40
Grade 4	5	9	4.55	50	52	31.82	45	39	63.64
Grade 5	15	5	5.48	27	38	31.51	58	57	63.01
Grade 6	4	8	4.41	48	45	48.53	48	47	47.06
All Grades	10	8	10.08	42	45	40.73	47	47	49.19

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	22	13	31.75	51	63	47.62	27	24	20.63
Grade 4	10	10	4.55	32	43	34.09	58	46	61.36
Grade 5	7	0	9.59	47	48	27.40	46	52	63.01
Grade 6	6	8	8.82	54	56	55.88	40	36	35.29
All Grades	11	8	14.11	46	52	41.53	43	41	44.35

Conclusions based on this data:

1. The data demonstrates a need for intervention in 4th and 5th grade due to the significant decrease in scores.
2. 3rd grade scores increased significantly. 6th grade increased slightly. 4th and 5th grades decreased significantly.
3. The data demonstrates the need for teacher training and implementation of the newly adopted California Content Standards aligned math curriculum.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	0	***		0		***	0		***	0			0		
1				***					***						
2	0			0	***		0		***	0			0		
3							***	***	***	***					
4	20			20		***	60	***	***	0			0		
5				***	33		***	67	***						***
6	25			50	***	40	25		40	0		20	0		
Total	12	8		41	38	25	41	54	63	6		6	0		6

Conclusions based on this data:

1. Based on this data, a majority of our students are in the intermediate level. We continue to look at classification criteria and strategies to move students into advanced levels.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K		20		***			***	20		***	40			20	
1				***				***							
2					***		***								
3							***	***		***					
4	20			20			60	***		0			0		
5	20			40	33		20	67		0			20		
6	25			50	***		25			0			0		
Total	13	6		35	28		39	50		9	11		4	6	

Conclusions based on this data:

1. Based on this data, a majority of our students are in the intermediate level. We continue to look at classification criteria and strategies to move students into advanced levels.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: English Language Arts
LEA/LCAP GOAL:
This goal supports the District LCAP Goal #1 & #2. #1 - Increase percent of students who are on track to graduate college and career ready. #2 - Provide an educational setting that is conducive to learning.
SCHOOL GOAL #1:
By the end of the 2017/2018 school year, the percentage of 3rd - 6th grade students that meet or exceed standards on the English Language Arts CAASSP Summative Assessment will increase to meet the goals set by LCAP for 2017 - 2018. Those grades that have already met/exceeded the LCAP goal will increase by 10%. Primary Goals for the 2017/2018 school year: TK: 80% of students will master upper & lower case letters and sounds as measured by ESGI. K: 80% of students will read at a running record level 4 as measured by Reading Recovery Leveled assessment. 1st: 80% of students will read at a running record level 17 as measured by Reading Recovery Leveled assessment. 2nd: 80% students will read at a running record level 22 as measured by Reading Recovery Leveled assessment.
Data Used to Form this Goal:
The data used to form this goal includes 2016 - 2017 CAASSP results, baseline district benchmarks Quarters 2,3,& 4, Running Records, SRI, and teacher input. iReady data will be utilized quarterly to assess students that are on or above grade level.
Findings from the Analysis of this Data:
After analyzing this data, the implementation of the newly adopted English Language Arts curriculum, Wonders, will increase quality and rigor of instruction to effectively implement California Content Standards. In addition, baseline data in literacy for first quarter will assist in quarterly goal setting and planning to increase student achievement. These needs will be addressed through the implementation of the newly adopted English Language Arts Curriculum, Wonders, and iReady, an online program designed to support student learning through diagnostic tests followed by computer adapted lessons based on students' areas of need. Additionally, a progress monitoring component addresses growth areas throughout the year. Intervention specialists are also meeting with students throughout the day to address student needs based on assessments and data to develop individual learning plans to further support learning.

33% of all students met or exceeded the standards in ELA on the 2016/2017 CAASPP:

3rd: 44% met or exceeded for BVUSD
4th: 27%
5th: 23%
6th: 37%

32% of all students met or exceeded the standards in ELA on the 2015/2016 CAASPP:

3rd: 33% met or exceeded for BVUSD
4th: 29%
5th: 31%
6th: 37%

Growth from 2015/2016 to 2016/2017:

3rd: + 11%
4th: - 2%
5th: - 8%
6th: even

Overall: +1%

Grade Level Goals for 2017/2018:

*3rd: 54% will meet or exceed
4th: 38%
5th: 43%
6th: 48%

*Already met LCAP goal

LCAP Goals for 2017 /2018:

3rd: 38%
4th: 38%
5th: 43%
6th: 48%

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How the School will Evaluate the Progress of this Goal:

Quarterly assessments will be administered with fidelity across tested grade levels and the data entered into EADMS. Results will be analyzed in grade level meetings.

2017 - 2018 data will be analyzed against baseline assessments, iReady data, SRI, and Running Records.

Progress monitoring tools such as ESGI, SRI, fluency and running records will be used in addition to the quarterly assessments. Teachers will also administer frequent informative assessments in class to monitor student learning and guide instruction.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Teachers will receive quarterly professional development and have time set aside during PD to plan and develop quarterly assessments aligned to California Content Standards. a. Teachers meet quarterly, to create CCS aligned units of study and assessments. b. New teachers will complete the Induction courses under the supervision of their assigned coach.	2017 - 2018	Teachers & Principal	Professional development		District Funded	
			Substitutes (amount to be determined)		Title I	
			Induction Coaches		District Funded	
2. Assess students quarterly to identify student need. a. Administer quarterly assessments to all students.	2017 - 2018	Teachers, Title I Teacher, LCAP Intervention Specialist, Aides	LCAP Intervention Specialist		District Funded	
			Title I Teacher/Title I Aides		Title I	91,481.00
3. Provide teachers with time, materials, and resources to support CCS implementation. a. Provide additional support using instructional materials (Read Naturally, Spelling City, Adaptive Mind, Reading Counts, Scholastic	2017 - 2018	Teachers & Principal	Materials		Title I	24,926.00
			Minimum Day planning		District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>News, Step Up To Writing).</p> <p>b. Allow grade levels to purchase grade specific support materials.</p>			<p>Technology purchases: teacher laptops</p> <p>iReady grades 2 - 5</p> <p>iReady 6th grade intervention after school 5 licenses</p> <p>Scholastic News: TK, "My Big World" K, "Let's Find Out" (\$441.65) 1st Grade 2nd Grade</p> <p>Reading A-Z: TK & K (\$593.73)</p>		<p>District Funded</p> <p>District Funded</p> <p>Title I</p> <p>Title I</p>	<p>168.00</p> <p>2,000.00</p>
<p>4. Identified students will receive extra support from Title I aides, intervention specialists, parent volunteers, and small group instruction to reinforce and re- teach specific skills.</p> <p>a. Provide intervention and support, utilizing available staff, to reinforce and re-teach core academic skills based upon results of quarterly assessments.</p> <p>b. Provide additional support using instructional materials.</p>	2017 - 2018	Title I Teacher, LCAP Intervention Specialist, Title I Instructional Aides, & Instructional Aides	Salaries		District Funded	
<p>5. English Learners will receive a minimum of 30 minutes per day of</p>	2017 - 2018	EL Coordinator ELD Teacher	EL funding		District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
English Language Development. a. Provide 30 minutes of EL development instruction using approved curriculum and materials. b. Provide additional support. c. Purchase/replace instructional materials.						

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: Math**LEA/LCAP GOAL:**

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

SCHOOL GOAL #2:

By the end of the 2017/2018 school year, the percentage of 3rd - 6th grade students that meet or exceed standards on the Math CAASPP Summative Assessment will increase to meet the 2017 - 2018 LCAP goals. Those grades that have already met/exceeded the LCAP goal will increase by 10%.

Primary Goals for the 2017/2018 school year:

TK: 80% of students will master counting to 20 aloud and writing numbers 0 - 10 as measured by ESGI.

K: 80% of students will master counting to 100 aloud and writing numbers 0 - 20 as measured by ESGI.

1st & 2nd grade: 80% of students will meet or exceed proficiency levels on quarterly assessments.

Data Used to Form this Goal:

The data used to form this goal includes 2016/2017 CAASPP results, baseline district benchmarks Quarters 2,3,& 4, GO Math baseline assessment, teacher input. GO Math data will be utilized quarterly to assess students that are on or above grade level.

Findings from the Analysis of this Data:

After analyzing this data, we are planning pacing and quarterly assessments to align with the newly adopted GO Math grades K - 6. In addition, baselines need to be established for first quarter to provide an entire school year of data for future goal setting.

These needs will be addressed through continued professional learning regarding the implementation of GO Math adoption and consequently teacher's infusion of the curriculum into classroom practices. Frequent monitoring of student progress with weekly and unit assessments will allow teachers to adjust their pacing and supports to meet the needs of the students. Quarterly grade level meetings provide opportunities to share best practices and align pacing and assessments district wide. Additional support will be provided by the intervention specialists for students in need.

26% of all students met or exceeded the standards in Math on the 2016/2017 CAASPP:

3rd: 51% met or exceeded for BVUSD
4th: 9%
5th: 12%
6th: 28%

22% of all students met or exceeded the standards in Math on the 2015/2016 CAASPP:

3rd: 24% met or exceeded for BVUSD
4th: 22%
5th: 18%
6th: 26%

Growth from 2015/2016 - 2016/2017:

3rd: +27%
4th: -13%
5th: - 6%
6th: +2%

Overall: 4%

Grade Level Goals for 2017/2018:

*3rd: 61% will meet or exceed
4th: 24%
5th: 26%
*6th: 38%

*Already met LCAP goal

LCAP Goals for 2017 /2018:

How the School will Evaluate the Progress of this Goal:

Quarterly assessments will be administered with fidelity across tested grade levels and the data entered into EADMS.

2017 - 2018 data will be analyzed against baseline assessments.

Progress monitoring tools embedded within GO Math, will be utilized to gain further assessment data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement GO Math grades K - 6 & purchase supplemental materials.	2017 - 2018	Teachers	manipulatives and teacher support materials	4000-4999: Books And Supplies	Title I	1,000.00
Provide quarterly training for GO Math program grades K - 6.	2017 - 2018	District	Training substitutes		District Funded	
Provide Math Intervention for grades 4 - 6 to those students showing a need based on quarterly assessments.	2017 - 2018	LCAP Intervention Specialist	Salary		District Funded	
Purchase Reflex Math	2017 - 2018	Principal	Math Facts online program	4000-4999: Books And Supplies	Title I	3,000.00

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: EL**LEA/LCAP GOAL:**

This goal supports the District LCAP Goal #1 & #2 & #3. #1 - Increase percent of students who are on track to graduate college and career ready. #2 - Provide an educational setting that is conducive to learning. #3 – Increase engagement levels of students.

CELDT Growth:

46.2% of our EL students met the AMAO1 target for 2015- 2016 school year. (The state target was 62%.)

Goal for AMAO1 for 2016/2017 56.2% will meet the state target of 62.5%.

SCHOOL GOAL #3:

During the 2017/2018 school year, EL instructional time for students will focus on Listening, Speaking, Reading and Writing in order to improve growth in each level on the CELDT and transitioning to the ELPAC. The CELDT target will increase by ten percentage points from 46.2% to 56.2%. Students will transition to the ELPAC assessment, Spring, 2018.

Data Used to Form this Goal:

2016 - 2017 CELDT results

Findings from the Analysis of this Data:

This allows us to focus on individual students to better support the students movement to advanced levels.

How the School will Evaluate the Progress of this Goal:

The goal will be evaluated through informal assessments on grammar, syntax, vocabulary, reading vocabulary and reading comprehension during student's 30 minute designated time.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase additional instructional materials to support adoption of new ELA curriculum, Wonders, with embedded EL component	March, 2018	Melinda Peterson	ELA Adoption text book	4000-4999: Books And Supplies	District Funded	
Ellevation teacher training	March, 2018	Melinda Peterson	Teacher Training	5800: Professional/Consulting Services And Operating Expenditures	District Funded	

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: STEAM
LEA/LCAP GOAL:
This goal supports the District LCAP Goal #3: Increase engagement levels of students. Fund additional STEM activities at each school site.
SCHOOL GOAL #4:
By the end of the 2017 - 2018 school year, 100% of students TK - 6 will participate in and be exposed to STEAM education.
Data Used to Form this Goal:
Grade level projects for the 2016 - 2017 school year TK - 6
Findings from the Analysis of this Data:
All students participated in at least one STEAM activity for the 2016 - 2017 school year.
How the School will Evaluate the Progress of this Goal:
The Baldwin Lane STEAM Team will establish a given project/activity related to STEAM per grade level. Two STEAM days will be implemented, one for each semester of the 2017 - 2018 school year. The STEAM Team will evaluate progress through observations, lesson plans, staff discussions, surveys and the STEAM calendar. The principal and LCAP Intervention Specialist will monitor progress by meeting regularly with the STEAM Team.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Establish dates for STEAM days.	2017 - 2018	STEAM Team				
Establish STEAM standards/focus for each grade level TK - 6. By the end of the year, each grade level will have designated STEAM projects for each area of STEAM (Science, Technology, Engineering, Art & Math)	2017 - 2018	STEAM Team				
Purchase STEAM supplies and instructional supplies for TK - 6. Participate in STEAM field trips to	2017 - 2018	STEAM Team			LCFF - Supplemental	8,607.51

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Legoland, California Science Center and Apple Store.						
Send 2 teachers to the annual California STEM Symposium	December, 2018	Hird, Luebke			LCFF - Supplemental	1,500.00
National Geographic Explorer for 1st grade class	October, 2017	Begley	Magazine subscription		LCFF - Supplemental	200.00

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

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

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development will be provided as we continue to implement newly purchased California Content Standard aligned Math and English Language Arts curriculum. In addition, we will be piloting Next Generation Science Standards curriculum throughout the district in various grade levels while providing professional development related to the implementation of these standards.	2017-2018	Executive Director of Educational Services	Continued professional development will be offered in the areas of math, language arts, and the Next Generation Science Standards to support teachers in their implementation of California Content Standard aligned curriculum.	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 #4

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide support for Program Improvement schools and Title I students throughout the district via continued professional development, parent involvement, and additional costs. (Allocation for Baldwin Lane Elementary, Big Bear Elementary, North Shore Elementary, Big Bear Middle School, Chautauqua Continuation High School)	2017-2018	Executive Director of Educational Services	10% for Professional Development	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	47209
			Culture of Poverty Training: Training of teachers in working with students in and out of the classroom whom come from a culture of poverty.	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Professional Development (PI Schools)	
			Additional professional development and support offered in math and English Language Arts	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Professional Development (PI Schools)	

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	125,496	2,921.00
Title I Part A: Parent Involvement	1,254	1,254.00
Unrestricted	35,412	35,412.00
Title III	1,615	1,615.00
Other	2,482 STEM	
Other	10,968.49 LCAP	

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Supplemental	10,307.51
Title I	122,575.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
4000-4999: Books And Supplies	4,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	LCFF - Supplemental	10,307.51
	Title I	118,575.00
4000-4999: Books And Supplies	Title I	4,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	118,575.00
Goal 2	4,000.00
Goal 4	10,307.51

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
Melinda Peterson	X				
Amy Ellis		X			
Amy Szabo		X			
Shannon Garland		X			
Sue Nunes			X		
Tiffany Amico				X	
Sarah Benson				X	
Kari Berletich				X	
Ronda Chambers				X	
Marie Jacklin				X	
Numbers of members of each category:	1	3	1	5	

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

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

Attested:

Melinda Peterson

Typed Name of School Principal



Signature of School Principal

11-8-17

Date

Kari Berletich

Typed Name of SSC Chairperson



Signature of SSC Chairperson

11-9-17

Date

Parent Involvement Policy

Bear Valley USD Board Policy Parent Involvement

BP 6020 Instruction

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

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

1. Help parents/guardians develop parenting skills and provide home environments that support their children's academic efforts and their development as responsible members of society
2. Inform parents/guardians that they can directly affect the success of their children's learning and provide them techniques and strategies that they may use to improve their children's academic success and help their children in learning at home

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

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

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

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

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

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

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

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

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

LABOR CODE

230.8 Time off to visit child's school

Management Resources:

CDE PROGRAM ADVISORIES

0928.90 Guidelines for the development of policies on parent involvement, SPB: 90/91-3

SBE POLICIES

Parent Involvement in the Education of Their Children, 1994

Policy BEAR VALLEY UNIFIED SCHOOL DISTRICT

adopted: September 20, 2007 Big Bear Lake, California