

SCHOOL ACCOUNTABILITY REPORT CARD

FOR

2016-2017

Big Bear Elementary School

Contact Information:

Christina San Nicolas, Principal

christina_san_nicolas@bearvalleyusd.org

40940 Pennsylvania Avenue

Big Bear Lake, CA 92315

(909) 866-4638



Big Bear Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Big Bear Elementary School
Street	40940 Pennsylvania Avenue
City, State, Zip	Big Bear Lake, CA 92315
Phone Number	(909) 866-4638
Principal	Christina San Nicolas
E-mail Address	Christina_sannicolas@bearvalleyusd.org
Web Site	bbes.bearvalleyusd.org
CDS Code	36 67637 6105936

District Contact Information	
District Name	Bear Valley Unified School District
Phone Number	(909) 866-4631
Superintendent	Dr. Mary Suzuki
E-mail Address	
Web Site	www.bearvalleyusd.org

School Description and Mission Statement (School Year 2016-17)

Principal's message

Welcome to Big Bear Elementary School! This report will provide you with information about our school's achievements, resources, students, and staff. Since home and school unity and cooperation are keys to success, we hope that you will gain a better understanding of our school community through the information provided. We encourage all community members to visit and become familiar with our school.

Christina San Nicholas, Principal

School Mission Statement

Live, Learn, Strive, and Serve

School Vision Statement

BBES students will have the skills necessary to be more competitive in the 21st century:

- Core subjects
- Life & Career/Interpersonal Skills
- Innovation & Learning Skills
- Technology Skills

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	44
Grade 1	30
Grade 2	37
Grade 3	34
Grade 4	45
Grade 5	30
Grade 6	34
Total Enrollment	254

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.4
Asian	0.8
Filipino	0
Hispanic or Latino	57.9
Native Hawaiian or Pacific Islander	0.4
White	39
Two or More Races	0.8
Socioeconomically Disadvantaged	81.5
English Learners	40.2
Students with Disabilities	9.4
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	14	13	14	115
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	1	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	81.8	18.2
All Schools in District	93.4	6.6
High-Poverty Schools in District	93.4	6.6
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: November 2016

All textbooks used in the core curriculum throughout Bear Valley Unified School District are being aligned to the California Content Standards. Instructional materials are selected from the state’s most recent list of standards-based materials and adopted by the State Board of Education. The District follows the State Board of Education’s adoption cycle for core content materials (English/Language Arts, math, science, and social science).

On September 2, 2015, the Bear Valley Unified School District’s Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 15-16- 005 which certifies, as required by Education Code section 60119, that (1) textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/Language Arts, including the English Language Development component of an adopted program, 3) sufficient textbook or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-12, inclusive. During the 2015-16 school year, Bear Valley Unified School District provided each student, including English Learners, enrolled in a Visual/Performing Arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the California content standards and Curriculum Frameworks.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2003 Houghton Mifflin	Yes	0%
Mathematics	2016 Houghton Mifflin Harcourt: Go Math	Yes	0%
Science	2007 Houghton Mifflin	Yes	0%
History-Social Science	2006 Harcourt Brace	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Big Bear Elementary School’s original facilities were built in the 1940’s; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

2015-16 Campus Improvements:

- Installation of Solar Panels

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: October 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Carpeting will be replaced in hallways July 2017.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Asphalt needs replacement. Maintenance will address undeveloped landscaping areas.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: October 2016				
Overall Rating	Exemplary	Good	Fair	Poor
				X

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	33	32	35	40	44	48
Mathematics	25	19	23	25	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	34	33	97.1	33.3
	4	45	42	93.3	26.2
	5	36	36	100.0	33.3
	6	38	38	100.0	36.8
Male	3	16	16	100.0	37.5
	4	24	22	91.7	13.6
	5	17	17	100.0	29.4
	6	15	15	100.0	26.7
Female	3	18	17	94.4	29.4
	4	21	20	95.2	40.0
	5	19	19	100.0	36.8
	6	23	23	100.0	43.5
Hispanic or Latino	3	19	19	100.0	21.1
	4	24	23	95.8	17.4
	5	24	24	100.0	20.8
	6	19	19	100.0	10.5
White	3	14	13	92.9	46.1
	4	18	16	88.9	37.5

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	12	12	100.0	58.3
	6	18	18	100.0	66.7
Socioeconomically Disadvantaged	3	30	29	96.7	31.0
	4	41	39	95.1	20.5
	5	28	28	100.0	21.4
	6	26	26	100.0	19.2
English Learners	3	14	14	100.0	7.1
	4	19	18	94.7	22.2
	5	14	14	100.0	
	6	12	12	100.0	8.3

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	34	33	97.1	30.3
	4	45	42	93.3	7.1
	5	36	36	100.0	19.4
	6	38	38	100.0	21.1
Male	3	16	16	100.0	25.0
	4	24	22	91.7	9.1
	5	17	17	100.0	17.6
	6	15	15	100.0	13.3
Female	3	18	17	94.4	35.3
	4	21	20	95.2	5.0
	5	19	19	100.0	21.1
	6	23	23	100.0	26.1
Hispanic or Latino	3	19	19	100.0	15.8
	4	24	23	95.8	4.3
	5	24	24	100.0	16.7
	6	19	19	100.0	
White	3	14	13	92.9	46.1

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	18	16	88.9	12.5
	5	12	12	100.0	25.0
	6	18	18	100.0	44.4
Socioeconomically Disadvantaged	3	30	29	96.7	24.1
	4	41	39	95.1	7.7
	5	28	28	100.0	14.3
	6	26	26	100.0	7.7
English Learners	3	14	14	100.0	7.1
	4	19	18	94.7	5.6
	5	14	14	100.0	
	6	12	12	100.0	

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	50	31	44	53	57	54	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	36	36	100.0	44.4
Male	17	17	100.0	47.1
Female	19	19	100.0	42.1
Hispanic or Latino	24	24	100.0	37.5
White	12	12	100.0	58.3
Socioeconomically Disadvantaged	28	28	100.0	39.3
English Learners	14	14	100.0	21.4

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.1	25.7	31.4

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Parents are encouraged to get involved in their child’s learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through our automated telephone message system, the school marquee, email, flyers, blog (bbes.edublogs.org) and school website (bbes.bearvalleyusd.org). Contact the front office staff at 909-866-4638 for more information on how to become involved in your child’s learning environment.

- Committees
- School Site Council
- English Learner Advisory Council (ELAC) Bobcat Booster Club
- District English Learner Advisory Council (DELAC)
- LCAP budget meetings
- Booster Club

School Activities

Back to School Night Classroom Performances
 FBET (Family-Based English Tutoring) Open House
 Movie Night
 Parent-Teacher Conferences Community Garden
 Family Fun Night
 Jog-A-Thon
 Talent Show

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	3.9	1.4	2.1	3.1	4.3	4.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The Comprehensive School Site Safety Plan was developed for Big Bear Elementary in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school’s most recent school safety plan was reviewed, updated, and discussed with school staff in November 2016.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2013-2014
Year in Program Improvement*	Year 2	Year 1
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25		1		21		1		20	1	1	
1	n/a				22		1		20		1	
2	25		2		25		1		28		1	
3	26		1		25		1		24		1	
4	27		2		27		2		28		1	
5	33			1	31		1		n/a			
6	32		1		34			2	29		1	2
Other	28		4		27		1		23	2	2	

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	NA
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	.01	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	2	N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	6,140	614	5,525	\$67,529
District	N/A	N/A	4,574	\$70,227
Percent Difference: School Site and District	N/A	N/A	20.8	-3.8
State	N/A	N/A	\$5,677	\$67,348
Percent Difference: School Site and State	N/A	N/A	-2.7	0.3

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

In addition to general fund state funding, Bear Valley Unified School District receives state and federal categorical funding for special programs. For the 2015-2016 school year, the district received categorical, Special Education, and support programs funds for:

Education Protection Account

Lottery: Instructional Materials
 Medi-Cal Billing
 Other Local: Locally Defined
 Special Education
 Lottery: Unrestricted
 Title I, II, and III

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,961	\$42,063
Mid-Range Teacher Salary	\$66,811	\$64,823
Highest Teacher Salary	\$85,016	\$84,821
Average Principal Salary (Elementary)	\$100,575	\$101,849
Average Principal Salary (Middle)	\$104,033	\$107,678
Average Principal Salary (High)	\$112,090	\$115,589
Superintendent Salary	\$149,910	\$169,152
Percent of Budget for Teacher Salaries	36%	35%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

All training and curriculum development activities at Big Bear Elementary are being aligned to the California Content Standards. During the 2015-2016 school year, school staff participated in professional development activities held after school on early release days and on one dedicated (non-student) staff development day. Training concentrations included:

Site Training:

- Step Up to Writing
- English Learners - ELD Standards, SDAIE Strategies
- Depth of Knowledge I and II
- Technology
- Positive Behavior Intervention and Support
- Testing Inservice

District Training:

- Next Generation Science Standards
- Digital Library
- Writing: Starting with the Basics
- Google Hangout
- Quarterly District Articulation
- Quarterly Grade Level Collaboration to create math and ELA units
- Target Solutions
- Common Core State Standards Strategies for Special Ed students
- Go Math
- Center for Teacher Innovation (new teacher induction program)

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Big Bear Elementary supports ongoing professional growth throughout the year on minimum days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need.

Big Bear Elementary offers support to new and veteran teachers through peer coaching and mentoring. All staff are encouraged to

attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.