

# Big Bear Elementary School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Big Bear Elementary School
<b>Street</b>	40940 Pennsylvania Avenue
<b>City, State, Zip</b>	Big Bear Lake, CA 92315
<b>Phone Number</b>	(909) 866-4638
<b>Principal</b>	Jeanette Haston
<b>E-mail Address</b>	jeanette_haston@bearvalleyusd.org
<b>Web Site</b>	bbes.bearvalleyusd.org
<b>CDS Code</b>	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	mary_suzuki@bearvalleyusd.org
Web Site	www.bearvalleyusd.org

## School Description and Mission Statement (School Year 2017-18)

### Principal's message

Welcome to Big Bear Elementary School! We are a close knit group that understands the importance of home and school unity which is the key to academic success. In keeping with that belief, we are excited to offer a myriad of student and parent engagement and participation opportunities. After school, we offer intervention in math and language arts as well as enrichment classes in art, zumba, and yoga, currently taught by staff and community members. We plan to expand these opportunities in the future. Our parent Booster club organizes movie nights, Family Fun Night, and works with our student government group in fundraising activities such as a recent canned food drive for our community. There is also an annual Science Fair focused on scientific methods, but we are adding an Engineer Fair based on student inventions. In addition, we have the 100 Mile Club, Chorus, Student Government, Visual and Performing Arts performances, 6th grade Science camp, and a community connection with the Big Bear Water Department for our 3rd grade classes. This year we will also be participating in a District Wide Ski program for all 3rd graders to have the opportunity to learn to ski at Snow Summit, a new community partner. A unique pilot program, Bear Tech, is being developed in conjunction with the Education Trust in one particular classroom that will expand student learning with an emphasis on hands-on outdoor education with a focus on conservation of our valuable resources and environment. We are also starting an evening Literacy Project for our parents of English Learners to equip these parents to better support their child's academic progress and success. Another opportunity we offer is time to talk with and get to know the principal during Coffee Chats offered once a quarter.

In addition, 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. We are excited about new programs being added and look forward to meeting new parents and students as we grow together in promoting student success.

Jeanette Haston, Principal

### BBES Vision Statement

Big Bear Elementary School students will have the skills necessary to be competitive in the 21st century in core subjects, life and career/interpersonal skills, innovation and learning skills, and technology skills.

### BBES Mission Statement

Live, Learn, Strive, & Serve

### District Slogan

Educate-Inspire-Prepare

### District Mission Statement

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 Statement

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

### District Value Statement

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.

**Student Enrollment by Grade Level (School Year 2016-17)**

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	54
Grade 1	39
Grade 2	36
Grade 3	41
Grade 4	43
Grade 5	47
Grade 6	40
<b>Total Enrollment</b>	<b>300</b>

**Student Enrollment by Group (School Year 2016-17)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	1
American Indian or Alaska Native	0.3
Asian	1
Filipino	0
Hispanic or Latino	49
Native Hawaiian or Pacific Islander	0
White	45.3
Two or More Races	3.3
Socioeconomically Disadvantaged	83.3
English Learners	32.7
Students with Disabilities	11.7
Foster Youth	1

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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
	2015-16	2016-17	2017-18	2017-18
<b>With Full Credential</b>	13	14	14	126
<b>Without Full Credential</b>	0	0	0	1
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments *</b>	0	0	0
<b>Vacant Teacher Positions</b>	1	0	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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

**Year and month in which data were collected:** November 2017

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 20, 2017, 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. 17-18-003 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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	2017 McGraw-Hill: Wonders	Yes	0%
<b>Mathematics</b>	2016 Houghton Mifflin Harcourt: Go Math	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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. Recent improvements to the campus include a remodel of the school's main office and lobby during the summer of 2017, as well as repaving of asphalt areas of sections of the school grounds.

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)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: November 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Carpeting will be replaced in hallways July 2018.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains		X		Facilities need to be updated.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Some windows will be repaired and replaced as needed ; painting issues are being addressed; asphalt in poor condition and scheduled to be replaced in the near future; uneven fields are being addressed on a continual basis.

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: November 2017				
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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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  
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	32	25	40	41	48	48
Mathematics (grades 3-8 and 11)	19	20	25	28	36	37

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	174	172	98.85	25
Male	98	97	98.98	20.62
Female	76	75	98.68	30.67
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	89	88	98.88	19.32
White	76	75	98.68	32
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	147	145	98.64	22.76
English Learners	65	65	100	18.46
Students with Disabilities	38	38	100	5.26
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	175	172	98.29	20.35
Male	99	98	98.99	17.35
Female	76	74	97.37	24.32
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	89	87	97.75	18.39
White	77	76	98.7	21.05
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	147	144	97.96	15.97
English Learners	65	64	98.46	18.75
Students with Disabilities	38	38	100	7.89
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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  
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	31	44	57	54	60	56

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	26.1	23.9	6.5

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 State priority: Parental Involvement (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 2017-18)

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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, and the school website ([bbes.bearvalleyusd.org](http://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 State priority: School Climate (Priority 6):

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

### Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	1.4	2.1	7.0	4.2	4.0	4.8	3.8	3.7	3.6
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

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 2017.

## 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 2017-18)

Indicator	School	District
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2011-2012	2013-2014
<b>Year in Program Improvement*</b>	Year 2	Year 1
<b>Number of Schools Currently in Program Improvement</b>	N/A	4
<b>Percent of Schools Currently in Program Improvement</b>	N/A	100

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	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+
<b>K</b>	21		1		14	2			22	1	2	
<b>1</b>	22		1		20	1			24		1	
<b>2</b>	25		1		28		1		25		1	
<b>3</b>	25		1		22	1	1		25		2	
<b>4</b>	27		2		28		1		32		1	
<b>5</b>	31		1		25		1		30		1	
<b>6</b>	34			2	28		2		22	1	2	
<b>Other</b>	27		1									

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 2016-17)**

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)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.28	N/A
Social Worker	0	N/A
Nurse	.14	N/A
Speech/Language/Hearing Specialist	.14	N/A
Resource Specialist	1	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 2015-16)**

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	\$77,210
Percent Difference: School Site and District	N/A	N/A	20.8	-3.8
State	N/A	N/A	\$6,574	\$69,649
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 2016-17)**

In addition to general fund state funding, Bear Valley Unified School District receives state and federal categorical funding for special programs. For the 2016-2017 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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,821	\$44,144
Mid-Range Teacher Salary	\$72,957	\$69,119
Highest Teacher Salary	\$92,837	\$86,005
Average Principal Salary (Elementary)	\$109,826	\$106,785
Average Principal Salary (Middle)	\$113,605	\$111,569
Average Principal Salary (High)	\$122,401	\$121,395
Superintendent Salary	\$160,000	\$178,104
Percent of Budget for Teacher Salaries	36%	34%
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 School are being aligned to the California Content Standards. During the past three years, 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
- Wonders
- iReady
- Center for Teacher Innovation (new teacher induction program)
- Culture of Poverty

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.