

Baldwin Lane 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)

School Contact Information	
School Name	Baldwin Lane Elementary School
Street	44500 Baldwin Lane
City, State, Zip	Sugarloaf, CA 92386
Phone Number	(909) 585-7766
Principal	Melinda Peterson
E-mail Address	melinda_peterson@bearvalleyusd.org
Web Site	bles.bearvalleyusd.org
CDS Code	36 67637 6112866

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

The purpose of the School Accountability Report Card is to provide students and parents with information about our school's instructional programs, academic achievement, student activities, materials and facilities, and staff. Information about our district, Bear Valley Unified School District, is also provided.

Parents and the community play an important role in our school by volunteering in the classroom, contributing to fundraisers, and supporting the school programs. The school staff strives to inform the community about the school's educational program, student achievement, and extra curricular activities.

We have made a commitment to provide the best educational program possible for all students at Baldwin Lane Elementary with an emphasis on a STEAM driven education. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring that Baldwin Lane Elementary School is a welcoming and nurturing environment where students are actively involved in learning academics as well as positive values through the Positive Behavioral Interventions and Supports (PBIS) program, where we focus on the positive aspects of behavior. Our enrichment programs continue to offer fun and creative activities for students to participate in throughout the school day. We are excited to open our Lego Lab for the 2017 - 2018 school year to add another STEAM component for our students to enjoy. We are proud of all of our students, parents and staff for their hard work and dedication toward making Baldwin Lane an excellent place for all.

Melinda Peterson, Principal

Baldwin Lane Elementary School is located in the eastern section of Big Bear Valley and provides rigorous instruction for students in grades TK-6. 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.

We value:

- Students – first in everything we do
- Community – meaningful and supportive relationships
- Collaboration – essential to student success
- Respect – for each and every one
- Achievement – high expectations improve performance

We Believe...

- All students can learn.
- Students are our first priority.
- Students benefit from family and community support.
- All people have worth.
- High expectations improve performance.

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

Grade Level	Number of Students
Kindergarten	98
Grade 1	64
Grade 2	51
Grade 3	67
Grade 4	41
Grade 5	74
Grade 6	64
Total Enrollment	459

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0.4
Asian	0.7
Filipino	0
Hispanic or Latino	26.1
Native Hawaiian or Pacific Islander	0
White	69.3
Two or More Races	3.5
Socioeconomically Disadvantaged	69.7
English Learners	4.8
Students with Disabilities	14.4
Foster Youth	0

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
With Full Credential	19	23	23	126
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	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 in the process of being aligned to the California Content Standards. Instructional materials are selected from the state's most recent list of standards-based materials which were 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
Reading/Language Arts	2017 McGraw Hill: Wonders	Yes	0%
Mathematics	2016 Houghton Mifflin Harcourt - Go Math K-6	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. Baldwin Lane Elementary School's original facilities were built in 1995; 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.

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. One day custodian and one evening custodian are assigned to Baldwin Lane Elementary. The day custodian is responsible for:

- Cafeteria Setup/Cleanup
- Restroom Checks
- Office, Library, Work Room Cleaning
- Window Cleaning
- Trash Removal
- Staff Restrooms
- Portable Classrooms
- Snow Removal

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed.

The evening custodians are responsible for:

- Office Area, Student Restrooms, Classroom Cleaning
- Kitchen
- Main Hallways

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

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	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
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		On going ground work; asphalt surface slated for repairs in the future.

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	33	40	41	48	48
Mathematics (grades 3-8 and 11)	22	26	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	253	252	99.6	33.33
Male	127	127	100	26.77
Female	126	125	99.21	40
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	67	67	100	22.39
White	174	173	99.43	38.15
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	178	177	99.44	29.94
English Learners	20	20	100	25
Students with Disabilities	48	47	97.92	10.64

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	253	251	99.21	25.5
Male	127	127	100	23.62
Female	126	124	98.41	27.42
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	67	66	98.51	12.12
White	174	173	99.43	30.64
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	178	177	99.44	22.03
English Learners	20	20	100	10
Students with Disabilities	48	47	97.92	6.38

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)	62	50	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	19.7	40.8	29.6

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)

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, progress reports, parent conferences, and newsletters. Contact any school office employee at 909-585-7766 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer:

Classroom Helper
 Fundraising Activities
 Reading Buddies
 100 Mile Club
 Harvest of the Month
 Book Fairs

Committees:

School Site Council
 English Learner Advisory Council
 Mountain Lion Booster Club
 District English Learner Advisory Council

School Activities:

Back to School Night
 Open House
 Art Festival
 Read-A-Thon
 Colorful Run
 Family Fun Night
 STEAM Events
 Santa Shop

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
Suspensions	2.4	3.1	2.8	4.2	4.0	4.8	3.8	3.7	3.6
Expulsions	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 Baldwin Lane 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
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	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

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+
K	22	1	2		24		3		24		5	
1	27		2		25		2		21		3	
2	25		2		21	1	2		22		3	
3	22	1	2		21	1	1		23		3	
4	28		2		31		2		28		2	
5	19	1	2		29		2		28		2	
6	35			2	24		2		30		2	
Other					11	1			15	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	5,668	779	4,889	\$68,420
District	N/A	N/A	4,574	\$77,210
Percent Difference: School Site and District	N/A	N/A	6.9	-2.6
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	-13.9	1.6

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 2015-16 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 Baldwin Lane Elementary are being aligned to the California Content Standards. During the past three years, Baldwin Lane Elementary staff participated in staff development activities held on early release days and one dedicated (non-student) staff development day.

Training concentrations included:

Site Training:

- Depth of Knowledge I and II
- English Learners - ELD Standards, SDAIE Strategies
- Go Math
- Google Education
- iReady
- Next Generation Science Standards (NGSS)
- Positive Behavior Intervention and Support (PBIS)
- Physical Education
- Reflex Math
- STEAM
- STEM Scopes - 6th grade
- Step Up to Writing
- Technology
- Wonders ELA

District Training:

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

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. Baldwin Lane 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. Grade level

collaboration takes place during staff meetings and professional development.

Baldwin Lane 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.