

Big Bear Middle 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	Big Bear Middle School
Street	41275 Big Bear Blvd
City, State, Zip	Big Bear Lake, CA 92315
Phone Number	(909) 866-4634
Principal	Shelley Bassham
E-mail Address	shelley_bassham@bearvalleyusd.org
Web Site	bbms.bearvalleyusd.org
CDS Code	36676376035463

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

As principal of Big Bear Middle School, I have the honor of presenting our annual School Accountability Report Card. The data contained in this report will be useful in informing you about our school and community, including but not limited to demographics, achievements, progress evaluation, discipline, budget, and staff information.

“T.E.A.M.” is our school motto where “Together Everyone Achieves More.” Collaboration with community, parents and all staff is valued and many partnerships have been created to enhance the learning experience for all students. Maintaining a positive environment has been a focus of our staff and we are currently in the fifth year of Positive Behavior Intervention Support (PBIS) implementation which has resulted in a more effective social, emotional and educational setting, as well as recognition as a Silver School. Our PBIS slogan is that Big Bear Middle School ROCKS. R.O.C.K.S. stands for Respect, Opportunity, Citizenship, Kindness and Safety. Recent years have shown an increase in ADA (Average Daily Attendance) and reduced suspension rates. A culture change to “Cool to be Kind” fostered by our three student leadership groups, ASB, Interact and the research-based Safe School Ambassadors program has been evident. Currently, our Safe School Ambassador program is “In the Spotlight” on the CDE web-site for “Access,” one of the “Twelve Recommendations” for closing the achievement gap in middle schools. We promote having students be part of the solution, not part of the problem, and teach them the necessary skills for their success.

The staff is committed to implementing a rigorous, real-world, balanced, standards-based curriculum to ensure each child’s success and create life-long learners. High expectations and the 4 C’s (Critical thinking, Creativity, Collaboration and Communication) will be observed in classroom visitations. The fifth C (Climate/Culture) will be recognized as the warm feeling as one walks the campus and is greeted by friendly students and staff. Efforts to close the achievement gap have continued with the implementation of a highly successful “STEAM for ALL” program that will give all students the necessary 21st Century skills for college, career, and life readiness. STEAM/Career Symposiums offer students exposure to a variety of careers, elective classes each have a STEAM (Science, Technology, Engineering, Art, and Math) focus and interdisciplinary units are taught school-wide. Competitions, such as Robotics, Rube Goldberg, and “Hour of Code” are encouraged. Field trips and “place-based learning” have been funded for a real world experience to thoroughly engage students in the learning process and create responsible citizens. BBMS is a “Gold Ribbon School” and was also recognized by the California Department of Education (CDE) as a 2015 Exemplary School in Physical Education and Nutrition, as well as a Title I Academic Achieving School.

The dedicated teachers and staff work hard to provide a plethora of extra-curricular opportunities for our students in a collaborative effort with community and parents. Weekly enrichment opportunities, intervention, school clubs, activities, and sports are some of the offerings. The Positive School Climate committee with representation from all stakeholders continues to host a positive “think tank” of creative solution seekers in an effort to make Big Bear Middle School a warm and inviting place. We welcome you to join us to be part of our T.E.A.M. and support our efforts because we believe that with your help, Big Bear Middle School ROCKS!

In 2016-2017, a total of 364 students were enrolled including 66.7% of students who qualify for free or reduced meals, 12.6% of students who qualify for special education services, and 12.4% English Learners. In the current school year, 2017-2018, a total of 342 students are enrolled including 65% of students who qualify for free or reduced meals, 14.3% who qualify for special education services, and 14% English Learners.

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

Grade Level	Number of Students
Grade 7	164
Grade 8	200
Total Enrollment	364

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0.8
Asian	0.8
Filipino	0
Hispanic or Latino	35.2
Native Hawaiian or Pacific Islander	0.3
White	59.9
Two or More Races	3
Socioeconomically Disadvantaged	67.6
English Learners	12.4
Students with Disabilities	12.6
Foster Youth	0.5

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	18	17	17	126
Without Full Credential	1	0	1	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 being aligned to the Common Core State 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
Reading/Language Arts	2017 Houghton Mifflin Harcourt: Collections	Yes	0%
Mathematics	2016 Houghton Mifflin Harcourt: Big Ideas Math	Yes	0%
Science	2007 Holt	Yes	0%
History-Social Science	2006 Holt	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 Middle School’s original facilities were built in 1947, with remodeling and additions completed in 2009; 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 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.

2016-17 Campus Improvements:

- 21st Century upgrades to library
- New science lab tables for all science labs
- New chairs for several classrooms

Every morning before school begins, the principal and custodian inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one full-time evening custodian are assigned to Big Bear Middle School.

The day custodian is responsible for:

- Cafeteria Setup/Cleanup
- General Grounds Maintenance
- Restroom Cleaning & Maintenance

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

The evening custodian is responsible for:

- Office Area Cleaning
- Classroom Cleaning
- Restroom Cleaning
- Common Use Area Cleaning

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		Locker room needs painting; cleanliness issues are being addressed by the staff.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains		X		Cleanliness issues are being addressed by the staff.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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)	43	37	40	41	48	48
Mathematics (grades 3-8 and 11)	33	27	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	368	363	98.64	37.19
Male	180	178	98.89	25.28
Female	188	185	98.4	48.65
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	130	127	97.69	19.69
Native Hawaiian or Pacific Islander	--	--	--	--
White	220	218	99.09	46.33
Two or More Races	12	12	100	50
Socioeconomically Disadvantaged	245	240	97.96	27.5
English Learners	68	66	97.06	18.18
Students with Disabilities	47	47	100	8.51
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	368	363	98.64	27
Male	180	178	98.89	23.03
Female	188	185	98.4	30.81
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	130	127	97.69	11.81
Native Hawaiian or Pacific Islander	--	--	--	--
White	220	218	99.09	35.32
Two or More Races	12	12	100	41.67
Socioeconomically Disadvantaged	245	240	97.96	16.67
English Learners	68	66	97.06	7.58
Students with Disabilities	47	47	100	6.38
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)	55	58	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
7	18.1	23.2	43.2

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, flyers, the school marquee, the school website, and monthly Cub Backer meetings. Parent volunteers are invited to come on campus regularly to provide classroom support and assistance. Contact the school office at 909-866-4634 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer:

Classroom Helper

Chaperone

Enrichment Classes Education Foundation

Committees:

School Site Council

District English Learner Advisory Council

Cub Backers Booster Club

Positive School Climate Committee

School Activities:

Awards Assemblies

Back to School Night

Career Day

Community Breakfast

Family Math Night

Sports Events

Spring Musical Production

STEM Night

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	4.7	6.1	8.4	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 Big Bear Middle 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	2010-2011	2013-2014
Year in Program Improvement*	Year 3	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 (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	21	5	5	2	29	2	6	5	30	2	6	5
Mathematics	17	4	5		27	4	8	2	27	4	7	3
Science	25	4	4	6	27	3	6	4	30	1	7	4
Social Science	27	4	5	10	29	2	6	5	30	2	6	5

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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	1	376
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	6,462	942	5,519	\$70,463
District	N/A	N/A	4,574	\$77,210
Percent Difference: School Site and District	N/A	N/A	20.7	0.3
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	-2.8	4.6

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 Big Bear Middle revolve around the California Content Standards. In the past three school years, Big Bear Middle held staff development devoted to:

- ACSA - Master Schedule Building
- ACSA - C & I
- English Learner (EL) Training
- Positive Behavior Intervention Support (PBIS)
- SDAIE Training
- STEM Symposium
- SWISS Training - Data Collection
- Targeted Solutions
- Technology: Haiku Classroom, Apple TV Training
- ELA Pacing and Assessment
- Restorative Practices and Using Circle Groups Effectively
- ALICE Training
- Writing Across the Curriculum
- Examining Student Work protocols

District Training:

- Next Generation Science Standards
- Quarterly District Articulation
- Quarterly Grade Level Collaboration to create math and ELA units
- Target Solutions
- Common Core State Standards Strategies for Special Ed students
- Big Ideas Math training
- Collections (ELA adoption)
- EADMS
- iReady
- Culture of Poverty training

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 Middle supports ongoing professional growth throughout the year on late start days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need.

Big Bear Middle 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.