



NORTH SHORE ELEMENTARY SCHOOL

765 N. Stanfield Cutoff, Big Bear Lake, CA 92315-1887 • (909) 866-7501

Grades K-6

Kevin Amburgey, Principal

Annual School Accountability Report Card

A Report of 2012-13 School Activities Published in 2013-14

PRINCIPAL'S MESSAGE

At North Shore Elementary School we strive for excellence. We work hard to provide every opportunity for students to achieve their greatest potential. Students will learn and become well-rounded as they participate in the varied programs and instruction that takes place at our school. They will learn to read, tell, and write stories. They will learn to use and manipulate numbers to solve equations. They will be exposed to music, dance, drama, and visual arts. They will learn the scientific method and other forms of discovery. They will learn to work cooperatively with other children and adults. They will use critical thinking skills to solve problems and develop a working knowledge of technology and its applications in the world around them. They will learn new games and participate in physical education activities that will teach them about proper physical conditioning. They will be taught to become productive citizens.

We appreciate and encourage parent involvement in our school. Parents are invited to participate in our booster club, to volunteer in their child's classroom, and to help with school activities. It is our belief that with our parents actively involved we can create a climate where students excel in their learning process.

A parent's role is important in the success of a student. Some things a parent can do to help ensure their child's success include: talk to your child about what they are doing in school, ask your child to teach you something they learned in school, make books available in your home, read with your child every night, let your child see that school is important to you and it will become important to them. Make completing homework a priority and set aside time that it can be done. Maintain communication between you and your child's teacher through notes, progress reports, report cards, phone calls, and parent conferences.

DISTRICT & SCHOOL PROFILE

The Bear Valley Unified School District is located in the San Bernardino Mountains. Big Bear Lake and the surrounding valley is a resort community for the southern California metropolitan area. Big Bear Lake provides excellent summer recreation and two major snow skiing resorts (providing winter recreation) are located in the valley.

BEAR VALLEY UNIFIED SCHOOL DISTRICT

42271 MOONRIDGE ROAD, BIG BEAR LAKE, CA 92315 • (909) 866-4631

Board of Trustees

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District Mission

The mission of the Bear Valley Unified School District is to educate, inspire, and prepare all students to become life-long learners and responsible global citizens.

North Shore Elementary is located in the western region of the city of Big Bear Lake and serves students in grades kindergarten through six following a modified traditional calendar. At the beginning of the 2012-13 school year, 507 students were enrolled, including 12.6% in special education, 24.5% qualifying for English Language Learner support, and 72.4% qualifying for free or reduced price lunch. North Shore Elementary achieved a 2013 Academic Performance Index (API) score of 797.

Percentage of Students by Ethnicity/Grade Level 2012-13			
Ethnic Group	%	Grade Level	#
African American	0.6%	Kindergarten	75
American Indian or Alaskan Native	0.6%	Grade 1	89
Asian	1.7%	Grade 2	74
Filipino		Grade 3	61
Hawaiian or Pacific Islander		Grade 4	74
Hispanic or Latino	41.8%	Grade 5	73
White (not Hispanic)	51.7%	Grade 6	61
Two or More Races	2.9%	Grade 7	
		Grade 8	
		Total Enrollment	507

PARENT INVOLVEMENT

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, and school newsletters. Contact your child's teacher or Jenny Hollenbaugh, Booster President, at 909-866-7501 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Classroom Helper
Chaperone

Committees

School Site Council
English Learner Advisory Council
District English Learner Advisory Council
Eagle Booster Club
Music Booster Club
Professional Learning Community (PLC)

School Activities

Back to School Night
Open House

STUDENT ACHIEVEMENT

ADEQUATE YEARLY PROGRESS

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2012-13 AYP cycle, elementary and middle schools must achieve a 89.2% or higher proficiency rate in English/Language Arts and 89.5% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 740 or increasing the API growth by 1 point.

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance 2012-13		
Did the school and district meet or exceed 2013 AYP performance criteria in each of the areas listed below?		
AYP Criteria	North Shore	BVUSD
Overall Performance	No	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	No	No
Math	No	No
API	Yes	Yes
Graduation Rate	N/A	Yes
AYP Performance Level		
Number of AYP Criteria Met Out of the Total	11/21	14/26
Number of Criteria Possible		

STAR Results All Students									
Percentage of Students Scoring at Proficient and Advanced Levels									
	North Shore			BVUSD			CA		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	53	58	53	55	58	55	54	56	55
Math	66	59	58	50	48	46	50	51	50
Science	50	69	46	65	63	63	57	60	59
History				49	46	46	48	49	49

Only grades 5, 8, 9, 10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.

STAR Results Ethnic Subgroups										
Percentage of Students Scoring at Proficient and Advanced Levels 2012-13										
	North Shore									
	American African American	Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Hawaiian or Pacific Islander	White (not Hispanic)	Two or More Races		
English-Language Arts					41		60		62	
Math					49		64		65	
Science					32		59			
History										

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.

STAR Results Other Subgroups						
Percentage of Students Scoring at Proficient and Advanced Levels 2012-13						
	North Shore					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	47	59	24	44	42	
Math	54	62	34	47	33	
Science	46	48	17	40		
History						

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.

**Academic Performance Index
Three-Year Performance Comparison**

	North Shore Base API Rank:								
	2010		2011		2012				
	Statewide Rank	6		6		6			
Similar Schools Rank	5		9		9				
	North Shore			North Shore		BVUSD		State	
	Increase/Decrease in API			# of Students	Growth	# of Students	Growth	# of Students	Growth
	2010-11	2011-12	2012-13	2012-13		2012-13		2012-13	
All Students	19	2	-23	327	797	1,861	793	4,655,989	790
Ethnic Subgroups									
African American				3		22	760	296,463	708
American Indian or Alaskan Native				3		18	794	30,394	743
Asian				5		21	914	406,527	906
Hispanic or Latino	46	-4	-22	133	758	600	735	FALSE	744
Hawaiian or Pacific Islander				2		8		25,351	774
White (not Hispanic)	-13	5	-20	167	825	1,127	821	1,200,127	853
Two or More Races				8		47	815	-	
Other Subgroups									
Economically Disadvantaged	26	-3	-23	254	763	1,324	766	2,774,640	743
English Learners	59	-5	-20	78	736	369	727	1,482,316	721
Students with Disabilities				50	650	237	636	527,476	615

STANDARDIZED STATE ASSESSMENTS

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs), the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results web site at <http://star.cde.ca.gov>.

ACADEMIC PERFORMANCE INDEX

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well.

Schools/subgroups that have achieved an API of 800 or above must maintain their scores. Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

PHYSICAL FITNESS

In the spring of each year, North Shore Elementary is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative District and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pf/.

**Physical Fitness Test
Percentage of Students Meeting
California Fitness Standards**

2012-13			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	25%	27%	24%

No CHILD LEFT BEHIND (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2012-13, North Shore Elementary qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

**Title I PI Status
2013-14**

	North Shore	BVUSD
PI Status	In PI	In PI
First Year of PI Implementation	N/A	
Year in PI	Year 1	Year 1
# Schools Currently In PI		4
% Schools Currently In PI		57%

The statistical information in this table reflects the PI status during the 2013-14 school year.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's web site www.cde.ca.gov/ta/ac/ti/.

FACILITIES & SAFETY

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. North Shore Elementary School's original facilities were built in the 1969; 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. The construction of a new Special Education Building was completed in 2012-13, and is now occupied by students enrolled in their program.

Campus Description	
Year Built	1969
	Quantity
# of Permanent Classrooms	21
# of Portable Classrooms	6
# of Restrooms (student use)	2
Cafeteria/Multipurpose Room	1
Computer Lab	1
Library	1
Playgrounds	2
Special Education Bldg.	1
Staff Work Room/Lounge	1

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 full-time day custodian and one full-time evening custodian are assigned to North Shore Elementary. The day custodian is responsible for:

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

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

CAMPUS SUPERVISION

The principal, school administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, teachers and instructional aides are strategically assigned to designated entrance areas and the playground. During recess, noon duty supervisors supervise playground activity. Noon duty supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, teachers and instructional aides monitor student behavior to ensure a safe and orderly departure. North Shore Elementary is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Facility Good Repair Status			
Item Inspected	Repair Status		
	Good	Fair	Poor
Inspection Date: September 25, 2013	Repair Needed and Action Taken or Planned		
Gas Leaks	✓		
Mech/HVAC	✓		Kitchen & Rm 8 - Dirty vents
Windows/Doors	✓		
Interior Surfaces		✓	Staff Women's Restroom - Floor dirty; Boy's Restroom - Spit wads on the ceiling, paint peeling in corner, floors dirty, odor; Girl's Restroom - Cobb webbs, floors dirty; Rm 4 - Dirty sink, clutter, housekeeping; Rm 6 - Dirty sink, air freshener; Rm 10 - Sinks dirty; Girl's Restroom - Odor, floors dirty; Boy's Restroom - Spit wads on the ceiling; Rm 13 & 19 - Clutter; Rm 22 - Dirty sink; Rm 30 - Ceiling tiles, ramps; Rm 33 - Ceiling tile ropes; Rm 34 - Stained ceiling tiles
Hazardous Materials	✓		Charlie Custodial Closet - Unmarked chemicals;
Structural Damage	✓		MPR - Wall damage under drinking fountain
Fire Safety		✓	MPR - Fire hose on north side blocked; Charlie Custodial Closet - Items stored too high, housekeeping, lock does not lock; Rm 3 - Fire safety stacked to high, clutter; Rm 1 - Pull station blocked; Rm 5 Pre-School & Library - Fire extinguisher blocked; Rm 6, 19, 21, 29, 30, 34, & Office - Fire pull station blocked; Rm 7 - Fire extinguisher blocked, pull station blocked; Rm 9 - Exit sign covered, clutter; Rm 12 - Items stacked to high, fire extinguisher blocked; Library/Back Room - Items stacked too high; Rm 15, 16, 17, 19, 21, 22, 33, & 34 - Fire extinguisher blocked; Rm 18 - Unpleasant odor
Electrical		✓	Staff Lounge - Light cover is missing, loose light fixture; Kitchen - Electric panel in office blocked, frayed electric cord to fan, broken phone cover; Stage - Electric panel blocked, housekeeping, no safety latch on paper cutter, bookroom housekeeping; Rm 3 - Cover data box; Rm 5 Pre-School - Light cover missing; Rm 6 - Light cover missing, electric cords across front of room; Rm 7 - Light cover, data covers missing, TV cover missing, Plug covers all around the room; Rm 14 - Data cover missing, extension cord; Rm 17 - Daisy chain-electrical cord; Mech Room, Rm 29, 33, & 34 - Electrical panel blocked; Rm 28 - Electrical panels blocked
Pest/Vermin Infestation	✓		Staff Lounge & Rm 5 Pre-School - Rodent droppings; Rm 30 - Bird nests
Drinking Fountains	✓		MPR - Drinking fountain is dirty, dirty walls
Restrooms	✓		Boy's Restroom - Spud leaks outer urinal
Sewer	✓		
Roofs	✓		
Playground/School Grounds		✓	Play Ground SP/ED & Bus/Portable Playground - Asphalt cracks are a trip hazard; Kinder Playground - Asphalt cracks; Upper Garden Area - Weeds on slope, uneven surfaces; Lower Playground - Weeds on slope, trip hazards, asphalt cracks;
Overall Cleanliness		✓	Custodial & Rm 15 - Clutter; Electrical Room - Electrical boxes covered; Rm 13 - Dirty sink; Mech Room - Clutter, blocked door-ways; Play Ground SP/ED - Rocks need to be swept
Overall Summary of School Facility Good Repair Status			
Overall Summary	Exemplary	Good	Fair
			✓

Percentage Description Rating:

Fair: The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

SCHOOL INSPECTIONS

The district's maintenance department inspects North Shore Elementary on an annual basis in accordance with Education Code §17592.72(c)(1). North Shore Elementary uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on September 25, 2013. During fiscal year 2012-13, all restrooms were fully functional and available for student use.

SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for North Shore 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 and updated in March 2013, and discussed with school staff in May 2013.

DEFERRED MAINTENANCE

North Shore Elementary participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2012-13 North Shore Elementary did not have any repairs or improvements completed with deferred maintenance funds.

CLASSROOM ENVIRONMENT

CLASS SIZE

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Class Size Distribution Self-Contained Classrooms				
2010-11				
Grade	Average Class Size	Number of Classes		
		1-20	21-32	33+
K	24.7	1	2	
1	19.7	2	1	
2	20.5	2	2	
3	20.0	2	1	
4	19.8	2	2	
5	34.3	1	1	1
6	33.0		1	1
2011-12				
K	27.7		3	
1	30.3		3	
2	31.5		1	1
3	32.0		2	
4	21.7	1	2	
5	31.5		1	1
6	25.0	1		2
2012-13				
K	19.0	2	2	
1	22.0	2	2	
2	25.0	1		2
3	20.0	1	2	
4	25.0	1		2
5	18.0	2		2
6	31.0		2	

DISCIPLINE & CLIMATE FOR LEARNING

North Shore Elementary's discipline policies are based upon a schoolwide discipline plan, which is used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. North Shore Elementary employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom.

Suspensions and Expulsions

	North Shore		
	10-11	11-12	12-13
Suspensions (#)	12	15	20
Suspensions (%)	2.39%	2.99%	3.94%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%
BVUSD			
	10-11	11-12	12-13
Suspensions (#)	59	68	92
Suspensions (%)	11.33%	11.02%	6.76%
Expulsions (#)	0	0	0
Expulsions (%)	0.06%	0.00%	0.00%

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.

CURRICULUM & INSTRUCTION

INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Bear Valley Unified School District are aligned to the California Content Standards and Frameworks. 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 six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On September 18, 2013, 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. 13-14-001 which certifies, as required by

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2003	Yes	Houghton Mifflin	0%	K-6
Math				
2008	Yes	McGraw Hill	0%	K-6
2013	Yes	McGraw Hill	0%	K-6
Science				
2007	Yes	Houghton Mifflin	0%	K-6
Social Science				
2006	Yes	Harcourt Brace	0%	K-6

The textbooks and instructional materials used by the school are selected from the State Board of Education's most recent adoption.

Textbook information was obtained from district office personnel in December 2013.

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.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2013-14 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 state's content standards and curriculum frameworks.

STAFF DEVELOPMENT

All training and curriculum development activities at North Shore Elementary revolve around the California State Content Standards and Frameworks.

Staff Development Days Three-Year Trend		
2010-11	2011-12	2012-13
1	1	1

During the 2012-13 school year, North Shore Elementary held one staff development day devoted to:

Site Training:

- English Learners
- Data Analysis
- Professional Learning Communities (PLC)
- Use of Technology

District Training:

- Transitioning into the Common Core

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. North Shore Elementary supports ongoing professional growth throughout the year on minimum days. Teachers met in both grade level and department level teams to conduct data analysis to identify areas of need.

North Shore 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.

SCHOOL LEADERSHIP

The administrative team is comprised of the principal, who works closely with teachers, parents, and school staff. Principal Kevin Amburgey is responsible for the day-to-day operations of the school and overall instructional program. Coordinating efforts with the Principal is the Leadership Team, comprised of the principal and teacher representatives. The Leadership Team meets monthly to evaluate effectiveness of instruction programs and implement strategies that increase student proficiency.

SPECIALIZED INSTRUCTION

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. The instructional program is structured so that all students receive instruction appropriate to their learning level. Teachers use a variety of research-based instructional strategies and techniques using state-approved instructional materials to ensure academic success.

For students whose primary language is not English and who have limited English proficiency, North Shore Elementary offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. English learners receive small group and/or individualized instructional support in the classroom from bilingual aides who collaborate with the student's teacher to provide support in areas of need. Some students identified receive English Language Development instruction as a supplement to their regular language arts instruction. ELD instruction is provided through a team-

teaching approach. For designated time periods, students regroup based on language fluency to receive targeted instruction at their proficiency level. North Shore Elementary's teachers utilize Hampton Brown *Avenues* instructional materials series, a state-approved reading intervention program and textbook adoption. North Shore Elementary monitors progress of English Learners on a regular basis and adjusts instruction to meet the current individual learning levels. English learners are assessed annually using the CELDT exam (California English Language Development Test); results are used to evaluate student progress, intervention programs, and teaching strategies.

North Shore Elementary's special education program supports one district-wide special education programs and one site-based special education programs. Instruction is provided in the least restrictive environment and based on each student's Individual Education Plan (IEP). Students have access to a comprehensive curriculum and are mainstreamed into the general education class with small group and individualized instruction in-class and in the resource room. The IEP team meets annually to establish goals and objectives, define academic instruction, evaluate the effectiveness of the student's plan, and make instructional adjustments as necessary. North Shore Elementary takes advantage of the district's participation in the San Bernardino Desert/Mountain SELPA (Special Education Local Plan Area), which provide a pool of professional resources and expertise in the field of special education.

Classroom teachers monitor student performance by EADMS to measure ongoing academic progress and adjust instructional needs.

PROFESSIONAL STAFF

COUNSELING & SUPPORT

SERVICES STAFF

North Shore Elementary provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally.

The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to North Shore Elementary's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors and Support Personnel (Nonteaching Professional Staff) 2012-13		
	No. of Staff	FTE
Academic Counselor	0	
Nurse	As needed	
Health Clerk	1	0.45
Healthy Start Family Advisor	1	1.00
Intervention Specialist	1	1.00
Library Clerk	1	0.45
Psychologist	As needed	
Speech/Language/Hearing Aide	1	1.00
Speech/Language/Hearing Specialist	1	1.00

FTE = Full-Time Equivalent

SARC DATA & INTERNET ACCESS

DATAQUEST

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about North Shore Elementary and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to API, AYP, STAR results, enrollment, and staffing.

PUBLIC INTERNET

ACCESS LOCATION

Parents may access North Shore Elementary's SARC and access the Internet at any of the county's public libraries. The closest library to North Shore Elementary is Big Bear Lake Branch Library located at 41930 Garstin Drive, Big Bear Lake. Computers, printers, fax machines, and WiFi access are available.

Phone: (909) 866-5571

Number of Computers Available: 14

Website: <http://www.sbcounty.gov/library/>

TEACHER ASSIGNMENT

During the 2012-13 school year, North Shore Elementary had 15 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	Teacher Credentials and Assignments							
	North Shore				BVUSD			
	10-11	11-12	12-13	13-14	10-11	11-12	12-13	13-14
Total Teachers	21	19	15		119	121	102	
Teachers with Full Credential	21	19	15		119	121	102	
Teachers without Full Credential	0	0	0		0	0	0	
Teachers Teaching Outside Subject Area	0	0	0		1	1	0	
Teacher Misassignments for English Learners	0	0	0	0	0	0	0	0
Total Teacher Misassignments	0	0	0	0	1	4	0	2
Teacher Vacancies	0	0	0	0	0	0	0	0

In the adjacent table, which identifies the number of classrooms taught and not taught by NCLB-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

NCLB Compliance Percentage of Classes in Core Academic Subjects:		
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
2012-13		
North Shore	100.0%	0.0%
District Totals		
All Schools	100.0%	0.0%
High-Poverty Schools	100.0%	0.0%
Low-Poverty Schools	100.0%	0.0%

DISTRICT EXPENDITURES

SALARY & BUDGET COMPARISON

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2011-12 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2011-12		
	BVUSD	State Average of Districts in Same Category
Beginning Teacher Salary	40,297	38,578
Mid-Range Teacher Salary	64,163	59,799
Highest Teacher Salary	81,648	78,044
Average Principal Salaries:		
Elementary School	94,698	65,442
Middle School	97,977	98,080
High School	105,680	106,787
Superintendent Salary	140,000	150,595
Percentage of Budget For:		
Teacher Salaries	40	37
Administrative Salaries	7	6

EXPENDITURES PER STUDENT

For the 2011-12 school year, Bear Valley Unified School District spent an average of \$7,924 of total general funds to educate each student (based on 2011-12 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Current Expense of Education Per Pupil 2011-12					
Expenditures Per Pupil	Dollars Spent Per Student				
	North Shore	BVUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	4,531	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,009	N/A	N/A	N/A	N/A
Unrestricted (Basic)	3,523	4,531	77.7%	5,537	63.6%
Average Teacher Salary	67,920	68,659	98.9%	63,166	107.5%

In addition to general fund state funding, Bear Valley Unified School District receives state and federal categorical funding for special programs. For the 2011-12 school year, the district received categorical, special education, and support programs funds for:

- Class Size Reduction Grades K-3 (optional)
- Education Jobs Fund
- Lottery: Instructional Materials
- Medi-Cal Billing
- Ongoing & Major Maintenance Account
- Other Local: Locally Defined
- Special Education
- State Lottery
- Title I, II, III, IV, X
- Transportation
- Transportation: Special Education

DISCLOSURE

The statistical information disclosed in this report is obtained from the California Department of Education and the Bear Valley Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Instructional materials information and school facilities information used to prepare this report were acquired in October 2013.