



BIG BEAR ELEMENTARY SCHOOL

40940 Pennsylvania Avenue, Big Bear Lake, CA 92315 • (909) 866-4638
Grades TK-6

Scott Waner, Principal

Annual School Accountability Report Card A Report of 2014-15 School Activities Published in 2015-16

PRINCIPAL'S MESSAGE

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

Scott Waner, Principal

SCHOOL MISSION STATEMENT

Live, Learn, Strive, and Serve

SCHOOL VISION STATEMENT

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

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

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.

Big Bear Elementary is located in the city of Big Bear Lake and serves students in grades transitional kindergarten through six following a modified traditional calendar. At the beginning of the 2014-15 school year, 295 students were enrolled, including 7.5% in special education, 38.3% qualifying for English Language Learner support, and 83.1% qualifying for free or reduced price lunch.

Percentage of Students by Ethnicity/Grade Level 2014-15			
Ethnic Group	%	Grade Level	#
African American	0.4%	TK	
American Indian or Alaskan Native	0.7%	Kindergarten	33
Asian	1.8%	Grade 1	33
Filipino		Grade 2	39
Hawaiian or Pacific Islander	0.4%	Grade 3	56
Hispanic or Latino	59.8%	Grade 4	35
White (not Hispanic)	36.3%	Grade 5	39
Two or More Races	0.7%	Grade 6	60
Socioeconomically Disadvantaged	83.1%		
English Learners	38.3%		
Students with Disabilities	7.5%		
Migrant Education		Total	
Foster Youth	1.7%	Enrollment	295

BEAR VALLEY UNIFIED SCHOOL DISTRICT

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

Board of Trustees

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Dr. Lisa Waner
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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.

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in Standardized State Assessments, including the CST Results and CAASPP charts; and Career Technical Education (CTE) Programs (Workforce Preparation), including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes – State Priority 8: Covered in California High School Exit Exam, including the CAHSEE charts; and Physical Fitness, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in Parent Involvement.

Pupil Engagement – State Priority 5: Covered in Dropout & Graduation Rate, including Dropout & Graduation Rate and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

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, the school marquee, email, flyers, blog (bbes.edublogs.org) and school website (bbbs.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.

Opportunities to Volunteer

- Classroom Helper
- Fundraising Activities
- Booster Club Events

Committees

- School Site Council
- English Learner Advisory Council (ELAC)
- Bobcat Booster Club
- District English Learner Advisory Council (DELAC)

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

STUDENT ACHIEVEMENT

CALIFORNIA STANDARDS TEST (CST)

The California Standards Test (CST) assesses student performance in science in grades 5, 8 and 10. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. More information on CSTs can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/sr/cstsciref.asp.

California Standards Test (CST)									
All Students									
Percentage of Students Scoring at Proficient and Advanced Levels									
	Big Bear Elem.			BVUSD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	55	50	31	62	53	57	59	60	56

California Standards Test (CST)	
Results by Student Subgroup	
2014-15	
	Percentage of Students Scoring at Proficient and Advanced Levels
BVUSD	57
Big Bear Elem.	31
Male	46
Female	17
Hispanic or Latino	16
White (not Hispanic)	50
Students with Disabilities	18

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. 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.

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and mathematics in grades 3 through 8 and 11 utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System. The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

**CAASPP Assessment Results Disaggregated by Student Groups
2014-15**

	English Language Arts/Literacy							Mathematics						
				Achievement Level							Achievement Level			
	Total Enrollment	Number Tested	Percent Tested	1	2	3	4	Total Enrollment	Number Tested	Percent Tested	1	2	3	4
Grade 3							Grade 3							
All Students Tested	52	50	96.2%	42.0%	32.0%	18.0%	8.0%	52	51	98.1%	39.0%	33.0%	24.0%	4.0%
Male	52	27	51.9%	56.0%	37.0%	4.0%	4.0%	52	27	51.9%	48.0%	30.0%	19.0%	4.0%
Female	52	23	44.2%	26.0%	26.0%	35.0%	13.0%	52	24	46.2%	29.0%	38.0%	29.0%	4.0%
African American	52	1	1.9%	*	*	*	*	52	1	1.9%	*	*	*	*
Asian	52	1	1.9%	*	*	*	*	52	1	1.9%	*	*	*	*
Hispanic or Latino	52	28	53.8%	54.0%	36.0%	7.0%	4.0%	52	29	55.8%	48.0%	38.0%	10.0%	3.0%
White (not Hispanic)	52	19	36.5%	32.0%	21.0%	32.0%	16.0%	52	19	36.5%	32.0%	2.0%	42.0%	5.0%
Two or More Races	52	1	1.9%	*	*	*	*	52	1	1.9%	*	*	*	*
Socioeconomically Disadvantaged	52	45	86.5%	47.0%	33.0%	18.0%	2.0%	52	46	88.5%	41.0%	35.0%	20.0%	4.0%
English Learners	52	20	38.5%	50.0%	35.0%	10.0%	5.0%	52	21	40.4%	52.0%	38.0%	5.0%	5.0%
Students with Disabilities	52	1	1.9%	*	*	*	*	52	1	1.9%	*	*	*	*
Grade 4							Grade 4							
All Students Tested	33	32	97.0%	34.0%	25.0%	19.0%	22.0%	33	33	100.0%	42.0%	36.0%	9.0%	12.0%
Male	33	13	39.4%	54.0%	15.0%	8.0%	23.0%	33	13	39.4%	54.0%	23.0%	8.0%	15.0%
Female	33	19	57.6%	21.0%	32.0%	26.0%	21.0%	33	20	60.6%	21.0%	45.0%	10.0%	10.0%
Hispanic or Latino	33	21	63.6%	52.0%	19.0%	10.0%	19.0%	33	22	66.7%	59.0%	27.0%	5.0%	9.0%
White (not Hispanic)	33	11	33.3%	0.0%	36.0%	36.0%	27.0%	33	11	33.3%	9.0%	55.0%	18.0%	18.0%
Socioeconomically Disadvantaged	33	26	78.8%	38.0%	31.0%	15.0%	15.0%	33	27	81.8%	48.0%	41.0%	4.0%	7.0%
English Learners	33	13	39.4%	62.0%	23.0%	15.0%	0.0%	33	14	42.4%	71.0%	29.0%	0.0%	0.0%
Students with Disabilities	33	4	12.1%	*	*	*	*	33	4	12.1%	*	*	*	*
Grade 5							Grade 5							
All Students Tested	35	34	97.1%	59.0%	12.0%	18.0%	12.0%	35	34	97.1%	59.0%	29.0%	6.0%	6.0%
Male	35	16	45.7%	63.0%	6.0%	25.0%	6.0%	35	16	45.7%	56.0%	25.0%	13.0%	6.0%
Female	35	18	51.4%	56.0%	17.0%	11.0%	17.0%	35	18	51.4%	61.0%	33.0%	0.0%	6.0%
Hispanic or Latino	35	20	57.1%	80.0%	5.0%	15.0%	0.0%	35	20	57.1%	85.0%	10.0%	5.0%	0.0%
White (not Hispanic)	35	14	40.0%	29.0%	21.0%	21.0%	29.0%	35	14	40.0%	21.0%	57.0%	7.0%	14.0%
Socioeconomically Disadvantaged	35	23	65.7%	74.0%	9.0%	13.0%	4.0%	35	23	65.7%	74.0%	22.0%	4.0%	0.0%
English Learners	35	12	34.3%	92.0%	0.0%	8.0%	0.0%	35	12	34.3%	100.0%	0.0%	0.0%	0.0%
Students with Disabilities	35	2	5.7%	*	*	*	*	35	2	5.7%	*	*	*	*
Grade 6							Grade 6							
All Students Tested	61	60	98.4%	33.0%	30.0%	25.0%	12.0%	61	60	98.4%	48.0%	20.0%	25.0%	7.0%
Male	61	25	41.0%	52.0%	32.0%	8.0%	8.0%	61	25	41.0%	60.0%	20.0%	16.0%	4.0%
Female	61	35	57.4%	20.0%	29.0%	3.0%	14.0%	61	35	57.4%	40.0%	20.0%	31.0%	9.0%
Asian	61	1	1.6%	*	*	*	*	61	1	1.6%	*	*	*	*
Hispanic or Latino	61	32	52.5%	50.0%	28.0%	19.0%	3.0%	61	32	52.5%	69.0%	13.0%	19.0%	0.0%
White (not Hispanic)	61	27	44.3%	15.0%	33.0%	30.0%	22.0%	61	27	44.3%	26.0%	26.0%	33.0%	15.0%
Socioeconomically Disadvantaged	61	47	77.0%	36.0%	36.0%	23.0%	4.0%	61	47	77.0%	53.0%	26.0%	19.0%	2.0%
English Learners	61	16	26.0%	50.0%	38.0%	13.0%	0.0%	61	16	26.0%	81.0%	13.0%	6.0%	0.0%
Students with Disabilities	61	4	6.6%	*	*	*	*	61	4	6.6%	*	*	*	*

Note: The number of students tested includes students that did not receive a score; 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 students with scores. Level 1 = Standards not met; Level 2 = Standards nearly met; Level 3 = Standards met; Level 4 = Standards exceeded

**California Assessment of Student Performance and Progress
All Students
Percentage of Students Meeting or Exceeding the State Standards
2014-15**

	Big Bear Elem.	BVUSD	CA
English-Language Arts/Literacy	33	34	44
Mathematics	25	23	33

Note: Students in grades 3-8 and 11 are given this test. 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.

PHYSICAL FITNESS

In the spring of each year, Big Bear 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 2014-15			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	77.1%	57.1%	31.4%

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

**Adequate Yearly Progress
Results Reported by Indicator
and Compared to
District Performance
2014-15**

Did the school and district meet or exceed 2015 AYP performance criteria in each of the areas listed below?

AYP Criteria	Big Bear	
	Elem.	BVUSD
Overall Performance	Yes	Yes
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	N/A	N/A
Math	N/A	N/A
Graduation Rate	N/A	Yes
Attendance Rates	Yes	Yes

AYP Performance Level

Number of AYP Criteria Met Out of the Total	11/11	14/14
Number of Criteria Possible		

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 assessments by 2014. Meeting 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. The 2015 AYP report indicators include a target of 95% participation rate, 90% attendance rate, and 90% graduation rate. The percent proficient category is not applicable (N/A) for 2015 because the Department of Education (ED) granted California a one-year waiver that allows AYP determinations to exclude the percent proficient.

The AYP table in this report illustrates the school's progress in meeting 2014-15 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

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 2014-15, Big Bear Elementary School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

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/.

Title I PI Status 2015-16		
	Big Bear Elem.	BVUSD
PI Status	In PI	In PI
First Year of PI Implementation	2011-12	2013-14
Year in PI	Year 2	Year 1
# Schools Currently In PI		4
% Schools Currently In PI		57%

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

FACILITIES & SAFETY

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

Campus Description	
Year Built	circa 1940
	Quantity
# of Permanent Classrooms	14
# of Portable Classrooms	1
# of Restrooms (student use)	4
Computer Lab	1
Gym	1
Library	1
Cafeteria/Multipurpose Room	1
Staff Lounge	1
Staff Work Room	1

by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

2014-15 Campus Improvements:

- Installation of solar panels

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

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date:	Good	Fair	Poor	Repair Needed and Action Taken or Planned
September 29, 2015	✓			
Systems	✓			Library - Dirty vents in storage closet; Room 7 - Heater unit access blocked by desk and computer; Room 5 (Staff Lounge) - Dirty vents in mens restroom; Room 4 - Heater access and intake blocked by desk computer; Gym, Room 18B & 16 - Dirty vents; Staff Ladies Restroom - Dirty vents, clutter; Room 12 & 11 - Heater intake blocked
Interior Surfaces		✓		Library - Dirty window sills, dirt in room corners; East (Upper) Hall - Carpet worn and rippled; Room 21 - Storage to be less than 24" from ceiling - storage room, dirty window sills and blinds; Room 8 - Missing ceiling tile at window wall, window sills dirty; Room 7 - Dirty window sill; Mid (Upper) Hall & West (Upper) Hall - Carpet worn and rippled, chipped paint on window sills; Boys Restroom (Upper) - Damaged missing ceiling tiles; Foyer - Worn blue floor tiles lifting, dusty display case top; Gym - Missing or broken wall tiles; Creativity Room - Wood floor needs to be refurnished (stains-unsealed); Room 18A - Stained ceiling tiles; Room 18B - Wall tiles missing; Room 20 - Dirty window sills; Staff Mens Restroom - Broken wall tiles, dirty floors (old and stained); West (Lower) Hall & Transition Hall - Carpet worn (rippled); Boys Restroom (Lower) - Holes in wall, tiles missing in first stall; Girls Restroom (Lower) - Paper wads on ceiling, holes in walls; Room 15 - Paint chipping by door; Room 14 - Countertop at sink detaching, stained ceiling tile; Mid (Lower) Hall - Carpet worn (rippled), cobwebs at doorway to garden, wall paint condition poor, cracks in wall; Room 11 - Carpet torn at doorway, countertop edge detaching, paint condition poor at door; Room 10 - Dirty window sills; Room 1 - Deficiency noted; Room 2 - Dirty carpet stains
Cleanliness	✓			Office - Deficiency noted; Staff Parking Lot - Deficiency noted; Soft/Baseball Fields/Basketball Courts - Rodent activity
Electrical		✓		Room 4 - Broken light lens; Room 19 - Light lens falling; Staff Mens Restroom - Electric cover plate missing; Room 14 - Poor cord management; Room 12 - Broken recepticle cover at teaching wall; Room 11 - LV wiring under door threshold; Room 10 - Poor cord management, daisy chained east wall; Room 1 - Daisy chained
Restrooms/Fountains		✓		Room 5 (Staff Lounge) - LRR-Dirty sink, dirty behind toilet; Custodian Room (Upper) - No hot water, dirty sink; Kitchen - Leaking faucet; West (Lower) Hall - Drinking fountain slow drain and low pressure; Custodian Room (Lower) - Sink does not work; Room 10 - Dirty sink; Room 1 - Plug stip, sink leaks DF water shoots out
Safety	✓			Room 7 - Door covered by paper-check fire code; Room 6 - Storage on teaching wall too high; Custodian Room (Upper) - Improperly marked chemicals (lime away in spray); Room 18B - Unmarked chemicals
Structural	✓			East (Upper) Hall - Leak at wall transition office and hall window; Gym - Ceiling leaks SW, NE corners, bolts sticking out of wall; Kitchen - Hole in ceiling from leak, paint peeling under eaves, porch structure concrete falling; Staff Parking Lot - Retaining wall falling; Front of School/Drop-off Area - Asphalt/concrete surfaces in poor condition, beam broken at overhang; Garden Area - Paint condition poor, stucco peeling, weeds
External			✓	Office - Ground squirrel and gopher activity on bank in front of office; Room 4 - Dirty door threshold area; Kitchen - Dirty window sills, fan broken; Staff Parking Lot - Fencing around area in poor condition, asphalt in poor condition; Soft/Baseball Field/Basketball Court - Weeds, asphalt cracks at basketball courts; Grass Field - Uneven play surface
Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
			✓	

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 grounds. One full-time day custodian and one full-time evening custodian is assigned to Big Bear Elementary. The day custodian is responsible for:

- Cafeteria Setup/Cleanup
- Classroom Cleaning
- General Campus Cleaning
- Restroom Cleaning

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
- Kitchen Cleaning
- Restroom Cleaning

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

CAMPUS SUPERVISION

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, the principal, classified staff and teachers are strategically assigned to designated entrance areas and the playground. During recess, noon duty supervisors oversee 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, noon duty supervisors, teachers, classified staff and principal monitor student behavior to ensure a safe and orderly departure. Big Bear 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 SITE SAFETY PLAN

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 2015.

SCHOOL INSPECTIONS

The district's maintenance department inspects Big Bear Elementary on an annual basis in accordance with Education Code §17592.72(c)(1). Big Bear 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 29, 2015. During fiscal year 2014-15, all restrooms were fully functional and available for student use.

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

Big Bear 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. Big Bear 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.

Big Bear Elementary, along with all Bear Valley Unified School District elementary schools, have incorporated PBIS and the PeaceBuilder Program into its curriculum. These programs are a practical approach to help young people (adults too) find ways to reduce the level of violence in their lives. PeaceBuilders help us build new habits and establish a common language for working out problems. In short, we have adopted a way of life that focuses on finding and honoring the good in people, not emphasizing the bad.

Suspensions and Expulsions									
	Big Bear Elem.			BVUSD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Suspensions (#)	13	14	5	75	121	116	329,370	279,383	243,603
Expulsions (#)	0	0	0	0	3	0	8,266	6,611	5,692

This chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

In conjunction with positive behavior management strategies, Big Bear Elementary integrates Whole Brain Teaching methods to maximize instructional time and enhance student learning experiences. Whole Brain Teaching increases student engagement in daily lessons, and improves lesson retention through active participation. For more information, visit our website blog at bbes.edublogs.org.

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.

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

All training and curriculum development activities at Big Bear Elementary are being aligned to the Common Core State Standards. During the 2014-15 school year, school staff participated in professional development activities held after school on early release days and on one dedicated (non-student) staff development day. Training concentrations included:

Staff Development Days Three-Year Trend		
2012-13	2013-14	2014-15
1	0	1

Class Size Distribution Self-Contained Classrooms				
Grade	Average Class Size	2012-13		
		1-20	21-32	33+
K	23.0	1	1	
1	16.0	3	1	
2	16.0	3		
3	14.0	3		
4	12.0	4	1	
5	16.0	1	2	
6	26.0	1		1
2013-14				
K	16.0	1	1	
1	19.0	2		
2	19.0	1	2	
3	20.0	1	1	
4	20.0	1	1	
5	29.0		1	1
6	32.0		1	1
2014-15				
K	21.0		1	
1	22.0		1	
2	25.0		1	
3	25.0		1	
4	27.0		2	
5	31.0		1	
6	34.0			2

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

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

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.

INSTRUCTIONAL MATERIALS

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

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their Visual/Performing Arts curricula. During the 2015-16 school year, Bear Valley Unified School District provided each student, including English Learners, enrolled in a Visual/Performing Arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

SCHOOL LEADERSHIP

The administrative team is comprised of the principal, who works closely with teachers, parents, and school staff. Principal Scott Waner 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 all teachers. The Leadership Team meets regularly throughout the year to evaluate effectiveness of instructional programs and implement strategies that increase student proficiency.

Principal Scott Waner has been in the educational field for 29 years and entered his fourth term at Big Bear Elementary in 2015-16. Principal Waner has a Bachelor's degree in Elementary Education and a Master's degree in Educational Leadership. He started his career in 1986 in Poway, and began teaching at Big Bear Elementary in 1988.

SPECIALIZED INSTRUCTION

All curriculum and instruction are being aligned to the Common Core State Standards 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.

Students with special gifts and talents need more challenging curriculum and instruction. The Gifted and Talented Education (GATE) program is offered to students in grades 3 through 6 who have been identified as academically gifted through district-administered assessments. Students receive differentiated instruction from class teacher.

For students whose primary language is not English and who have limited English proficiency, Big Bear 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. All qualified students receive 30 minutes daily of 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. Big Bear Elementary's teachers utilize Hampton Brown's Avenues instructional materials series, a state-approved reading intervention program and textbook adoption.

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	

Textbook information was obtained from district office personnel in December 2015.

Big Bear 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.

Big Bear Elementary's Special Education program is staffed by one Special Education teacher and one Special Education aide. 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. Big Bear 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

TEACHER ASSIGNMENT

During the 2014-15 school year, Big Bear Elementary had 12 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.

In the following 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.

Teacher Credentials and Assignments						
	Big Bear Elem.			BVUSD		
	13-14	14-15	15-16	13-14	14-15	15-16
Total Teachers	13	14	13	104	108	106
Teachers with Full Credential	12	12	9	98	97	98
Teachers without Full Credential	1	2	4	6	11	8
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	0	0	0
Teacher Misassignments for English Learners	0	0	0	0	0	0
Total Teacher Misassignments*	0	0	0	0	0	0
Teacher Vacancies	0	0	1	0	0	1

*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.*

COUNSELING & SUPPORT SERVICES STAFF

Big Bear 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 Big Bear 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, 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 50% of the week.

SARC DATA & INTERNET ACCESS

DATAQUEST

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Big Bear 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 AYP, CST, CAASPP, enrollment, and staffing.

PUBLIC INTERNET ACCESS LOCATION

Parents may access Big Bear Elementary's SARC and access the internet at any of the county's public libraries. The closest library to Big Bear 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

Hours: Monday-Wednesday 11-7; Thursday 10-6; Friday & Sunday Closed; Saturday 9-5

Number of Computers Available: 14

Website: www.sbcounty.gov/library/

NCLB Compliance		
Percentage of Classes in Core Academic Subjects:		
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
2014-15		
Big Bear Elem.	80.0%	20.0%
District Totals		
All Schools	95.0%	5.0%
High-Poverty Schools	95.0%	5.0%
Low-Poverty Schools	-	-

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

Counselors and Support Personnel (Nonteaching Professional Staff)		
2014-15		
	No. of Staff	FTE*
Academic Counselor	0	
Nurse	As needed	
Health Clerk	1	0.5
Psychologist	As needed	
Speech/Language/Hearing Specialist	1	0.5
Intervention Specialist(s)	2	1.5
Intervention Specialist Aide	2	1.0
EL Aide(s)	3	1.5
Kinder Aide	1	0.5

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

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: 2013-14 salary comparison data was the most recent data available at the time this report was published.)

EXPENDITURES PER STUDENT

For the 2013-14 school year, Bear Valley Unified School District spent an average of \$8,523 of total general funds to educate each student (based on 2013-14 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.)

Salary Comparison 2013-14		
	BVUSD	State Average of Districts in Same Category
Beginning Teacher Salary	41,961	40,379
Mid-Range Teacher Salary	66,811	62,323
Highest Teacher Salary	85,016	81,127
Average Principal Salaries:		
Elementary School	98,500	99,192
Middle School	101,729	91,287
High School	109,849	112,088
Superintendent Salary	147,910	159,821
Percentage of Budget For:		
Teacher Salaries	37	36
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/>.

Current Expense of Education Per Pupil 2013-14					
Expenditures Per Pupil	Dollars Spent Per Student				
	Big Bear Elem.	BVUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	4,493	N/A	N/A	N/A	N/A
Restricted (Supplemental)	605	N/A	N/A	N/A	N/A
Unrestricted (Basic)	3,889	3,900	99.7%	5,348	72.7%
Average Teacher Salary	77,935	70,845	110.0%	65,267	119.4%

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

In addition to general fund state funding, Bear Valley Unified School District receives state and federal categorical funding for special programs. For the 2013-14 school year, the district received categorical, Special Education, and support programs funds for:

- Common Core State Standards Implementation
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing
- Other Local: Locally Defined
- Special Education
- State Lottery
- Title I, II, III, X

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 was acquired in December 2015 and school facilities information used to prepare this report were acquired in November 2015.