



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 2009-10 School Activities Published in 2010-11

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.

Percentage of Students by
Ethnicity / Grade Level
2009-10

Ethnic Group	%	Grade Level	#
African-American	2.7%	Kindergarten	63
Amer. Indian or Alaskan Native	1.0%	Grade 1	85
Caucasian	55.7%	Grade 2	57
Asian	1.0%	Grade 3	76
Filipino	0.0%	Grade 4	73
Hispanic or Latino	38.8%	Grade 5	68
Pacific Islander	0.6%	Grade 6	63
Two or More Races	0.2%		
Total Enrollment			485

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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OUR MISSION:

Bear Valley Unified
School District is
committed to educating
students to be
productive 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 2009-10 school year, 485 students were enrolled, including 6% in special education, 22.5% qualifying for English Language Learner support, and 66.7% qualifying for free or reduced price lunch. North Shore Elementary achieved a 2010 Academic Performance Index (API) score of 802.

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 2009-10 AYP cycle, elementary and middle schools must achieve a 56.8% or higher proficiency rate in English/Language Arts and 58% 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 680 or increasing the API growth by 1 point.

Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2009-10

Did the school and district meet or exceed 2010 AYP performance criteria in each of the areas listed below?

AYP Indicator	NSES	BVUSD
Overall School Results	No	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
English-Language Arts	No	No
Math	No	No
API	Yes	Yes

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

STAR All Students Percentage of Students Scoring at Proficient & Advanced Levels

	NSES			BVUSD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	44	51	47	50	52	54	46	50	52
Math	57	66	65	45	47	47	43	46	48
Science	43	56	54	53	56	61	46	50	54
History				42	47	45	36	41	44

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 Numerically Significant Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2009-10

	NSES							
	African-American	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian	Two or More Races
English-Language Arts	*	*			30		60	*
Math	*	*			55		75	*
Science	*	*			40		65	*
History								

*When 10 students or less are tested; to protect confidentiality, these results are not disclosed. In cases where a % is not provided, no students were tested in the subgroup or subject area.

STAR Other Numerically Significant Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2009-10

	NSES					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	44	52	13	38	40	
Math	68	63	42	60	60	
Science	59	48	13	54	*	
History						

**Academic Performance Index (API)
Three-Year Performance Comparison**

	API Rank			School Increase/Decrease in API	School Growth 2010	District Growth 2010	State Growth 2010
	2007	2008	2009				
Statewide Rank	6	5	6				
Similar Schools Rank	5	6	4				
Results	2007-08	2008-09	2009-10				
Schoolwide - All Students	-20	30	5	802	790	767	
Ethnic Subgroups							
Hispanic or Latino	-12	24	26	741	724	715	
Caucasian	-19	38	6	865	817	838	
Other Subgroups							
Economically Disadvantaged	-16	33	8	767	750	712	
English Learners		3	33	705	702	691	

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>. Program information regarding the STAR Program can be found in the Explaining 2010 STAR Program Summary Results to the Public guide at www.cde.ca.gov/ta/tg/pf/.

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 2009-10			
Grade Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	28.3%	23.3%	16.7%
Seventh	N/A	N/A	N/A

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 2009-10, North Shore Elementary 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 Program Improvement (PI) Status		
	NSES	BVUSD
PI Status	Not in PI	Not In PI
First Year of PI Implementation	N/A	N/A
Year in PI	N/A	N/A
No. of Schools Currently in PI		N/A
Percent of Schools Currently Identified for PI		N/A

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. In the last twelve months, the following campus improvements were completed:

- Fruit Orchard (Eagle Scout Project)
- Restriping of the parking lot
- Reworked playground field (graded, installed irrigation and reseeded the playground)
- Portable classrooms upgraded with carpet and new ramps.

Campus Description	
Year Built	1969
Acreage	-
Square Footage	-
	Qty.
# of Permanent Classrooms	21
# of Portable Classrooms	6
# of Restrooms (student use)	2
Library	1
Cafeteria/Multipurpose Room	1
Computer Lab	1
Playgrounds	2
Staff Lounge/Workroom	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 day custodian and one full-time and one part-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

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			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Inspection Date: November 3, 2010				
Gas Leaks	✓			
Mechanical Systems	✓			Pre-school: Vents need to be cleaned.
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			Stage Area: Needs new curtains.
Hazardous Materials (interior and exterior)		✓		Nurse Office: Chemicals under sink and out. Rm 8: Chemicals under sink. Outside Rm 12: Chemicals, air freshener not locked up. Rm 33: Chemicals. Custodian: Haz waste. Rms 13, 17: Chemicals under sink. Rm 18: Chemicals.
Structural Damage	✓			
Fire Safety		✓		Janitor Room off Storage, Rm 3: Fire extinguisher not dated. Hall: Fire exit sign hanging loose. Rm 33: Extinguisher not inspected. Rm 34: Storage- Fire extinguisher not tagged. Custodian: Deficiency found. Hall by Custodian: Fire extinguisher not inspected. Rm 16: Fire extinguisher not correct (stop box). Rm 20: Fire extinguisher not checked.
Electrical (interior and exterior)		✓		Office: Lights out. Stage Area: Hanging electrical panel covered with props, they were removed while we were there. Rm 3: Cover plates missing. Rm 6: Needs lights, fridge extension cord must go. Rm 7: Extension cords on TV, an extra light that doesn't look good. Rm 12: electrical under sink. Custodian: Electrical panel blocked, old fence pipe needs to be removed. Rm 14: Missing electrical face plates- extra lamp (not good type). Rm 15: Extension cords to attach shelves to walls. Rm 20: Missing light fixture. Storage: Clear in front of electrical panels. Rm 11: Needed- Lens covers and lights, messy cords.
Pest/Vermin Infestation	✓			Playground: Gophers.
Drinking Fountains (inside and outside)		✓		Rms 6, 19: Sink dirty. Rm 13: Dirty plugs cover by stuff. Playground: Water fountain does not work.
Restrooms		✓		Boys Restroom: Smells/Middle urinal leaks. Boys RR: Plugged urinal (center). Faucet handle missing. Lights dirty.
Sewer	✓			
Roofs	✓			Rm 33: Ceiling tiles.
Playground/School Grounds	✓			Playground: M & O to move soccer goals, weeds need to be wacked on slope, pick up trash. Stage "book room": Needs to be cleaned- no clear passageway- books stacked too high- not safe. Rm 11: Sink dirty. Rm 13: Clutter- PE equipment by door. (Classrooms sinks are dirty throughout school.) Rm 16: Clutter under sink. Rms 18, 19: Clutter.
Overall Cleanliness		✓		
Overall Summary of School Facility				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

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 Spring 2010, and discussed with school staff in Fall 2010.

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 2009-10 school year, North Shore Elementary received a portion of \$62,887 for campus repairs and improvements.

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 November 3, 2010. During fiscal year 2009-10, all restrooms were fully functional and available for student use.

CLASSROOM ENVIRONMENT

INSTRUCTIONAL TIME

All instructional time offered at North Shore Elementary either meets or exceeds California's Education Code requirements. For the 2009-10 school year, North Shore Elementary offered 180 days of instruction comprised of 158 regular days and 22 minimum days. Minimum days were used for parent conferences, staff meetings, professional development, and teacher planning.

The table below is a comparison of the instructional minutes offered and the state's instructional time requirements.

Instructional Minutes 2009-10		
Grade Level	Actual Minutes Offered	State Requirement
K	51,510	36,000
1-3	51,510	50,400
4-6	54,195	54,000

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

Suspensions & Expulsions			
	NSES		
	07-08	08-09	09-10
Suspensions (#)	5	28	14
Suspensions (%)	1.11%	6.65%	2.89%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%
	BVUSD		
	07-08	08-09	09-10
Suspensions (#)	30	118	104
Suspensions (%)	1.98%	7.88%	7.47%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	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.

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.

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 Classes				
2007-08				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	26.5		2	
1	20.3	2	1	
2	20.0	2		
3	19.5	2		
4	22.3		3	
5	33.0			3
6	34.3			3
Combo K-3	20.3	2	2	
2008-09				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	20.8	2	2	
1	21.0		2	
2	19.0	2		
3	20.5	1	1	
4	30.5		2	
5	33.0			1
6	30.5		2	
Combo K-3	23.0	1	3	
2009-10				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K				
1				
2				
3				
4				
5				
6				

2009-10 Data was not available at the time of printing of this report.

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

All training and curriculum development activities at North Shore Elementary revolve around the California State Content Standards and Frameworks. During the 2009-10 school year, North Shore Elementary held three staff development days devoted to:

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

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. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2007-08	2008-09	2009-10
3	3	2

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 15, 2010, 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. 10-11-007 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, and (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.

In addition to core subject areas, districts are required to disclose in their SARCs

Textbooks			
Adoption Year	Publisher & Series	Grade	% Pupils Lacking Textbooks
Language Arts			
2003	Houghton Mifflin	K-6	0%
Math			
2008	McGraw Hill	K-6	0%
Science			
2007	Houghton Mifflin	K-6	0%
Social Science			
2006	Harcourt Brace	K-6	0%

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2009-10 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 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 Santillana 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 is staffed by a special education teacher. 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 on 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 & Support Personnel (Nonteaching Professional Staff) 2009-10

	No. of Staff	FTE
Counselor	0	0.00
Nurse	1	*
Health Clerk	1	0.45
Healthy Start Family Advisor	1	1.00
Psychologist	1	*
Language/Speech/Hearing Specialist	1	1.00
Language/Speech/Hearing Aide	1	1.00
Intervention Specialist	1	1.00
Library Clerk	1	0.45

FTE = Full-Time Equivalent

* = On an as needed basis

TEACHER ASSIGNMENT

During the 2009-10 school year, North Shore Elementary had 22 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 table below, 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 & Assignments					
	NSES			BVUSD		
	07-08	08-09	09-10	10-11	09-10	10-11
Total Teachers	26	26	22		134	
Teachers with Full Credential	24	24	22		134	
Teachers without Full Credential	2	2	0		0	
Teachers in Alternative Routes to Certification	1	2	0		0	
Pre-Internship	0	0	0		0	
Teachers with Emergency Permits	0	0	0		0	
Teachers with Waivers	0	0	0		0	
Teachers Teaching Outside Subject Area	0	0	0		1	
Teacher Misassignments - Total	0	0	0	0	0	0
Other Misassignments of Certificated Staff	0	0	0	0	0	0
Teacher Misassignments for English Learners	0	0	0	0	1	0
Teacher Vacancies	0	0	0	0	0	0

Percentage of Core Classes:

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2009-10	
NSES	100.0	0.0
District Totals		
All Schools	94.6	5.4
High-Poverty Sch.	0.0%	0.0%
Low-Poverty Sch.	100.0	0.0

Teacher Education Levels 2009-10

	NSES %	BVUSD %
	Doctorate	0.0
Master's Degree plus 30 or more semester hours	22.7	29.1
Master's Degree	18.2	20.9
Bachelor's Degree plus 30 or more semester hours	54.5	47.0
Bachelor's Degree	4.5	3.0
Less than a Bachelor's Degree	0.0	0.0

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/>

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: 2008-09 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2008-09		
	BVUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$40,517	\$38,970
Mid-Range Teacher Salary	\$64,514	\$59,776
Highest Teacher Salary	\$82,094	\$78,072
Average Principal Salary		
Elementary School	\$94,787	\$94,605
Middle School	\$103,184	\$98,480
High School	\$111,019	\$106,266
Superintendent Salary	\$135,500	\$144,721
Percentage of General Funds Expenditures For:		
Percent of Budget for Teacher	43.80 %	38.80 %
Percent of Budget for Adminis	6.40 %	6.00 %

EXPENDITURES PER STUDENT

For the 2008-09 school year, Bear Valley Unified School District spent an average of \$7,919 of total general funds to educate each student (based on 2008-09 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 2008-09					
Dollars Spent per Student					
Expenditures Per Pupil	NSES	BVUSD	% Difference - State Average for		% Difference - School Site and State
			School and District	Districts of Same Size & Type	
Total Restricted and Unrestricted	\$5,348	\$4,591	116.5%	N/A	N/A
Restricted (Supplemental)	\$827	\$1,016	81.3%	N/A	N/A
Unrestricted (Basic)	\$4,521	\$3,575	126.5%	\$5,681	94.1%
Average Teacher Salary	\$71,475	\$64,790	110.3%	\$61,706	115.8%

In addition to general fund state funding, Bear Valley Unified School District receives state and federal categorical funding for special programs. For the 2008-09 school year, the district received categorical, special education, and support programs funds for:

- ARRA: State Fiscal Stabilization Fund
- Arts & Music Block Grant
- CA High School Exit Examination
- California Peer Assistance & Review Program for Teachers (CPARP)
- Community-Based Tutoring Grants
- Early Mental Health Initiative
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- High Priority Schools Grants Program
- Instructional Materials
- Lottery: Instructional Materials
- Professional Development Block Grant
- Pupil Retention Block Grant

- Regional Occupation Centers and Programs (ROC/P)
- School & Library Improvement Block Grant
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- Staff Development
- Supplemental School Counseling Program
- Teacher Recruitment/Incentives
- Title I, II, III, IV, V
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

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. Data to prepare the instructional materials and school December 2010.