

# Big Bear Middle School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2018-19)**

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

District Contact Information	
District Name	Bear Valley Unified School District
Phone Number	(909) 866-4631
Superintendent	Dr. Mary Suzuki
E-mail Address	mary_suzuki@bearvalleyusd.org
Web Site	www.bearvalleyusd.org

## School Description and Mission Statement (School Year 2018-19)

### Principal's Message

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

Big Bear Middle School is a place where the staff supports students to achieve the standards, live up to their individual potential, appreciate life, and meet the challenges of the world in a safe, positive environment characterized by mutual respect and equal opportunity for all. Embracing the nature of adolescents, the mission of Big Bear Middle School is to educate our students to achieve the standards and be productive citizens. At Big Bear Middle School, our core beliefs include making students our number one priority, recognizing the difference that caring adults from the school and the community can make a difference in the life of a child, setting consistently high expectations for student performance and behavior, and employing a variety of instructional techniques and opportunities to ensure that our students experience a challenging academic program. Upon promotion from BBMS, our goal is for every student to be able to meet grade level standards in all subjects; achieve workplace competencies; use a variety of analytical and creative thinking skills to make decisions, solve problems, and continue on a path of life-long learning; use technology intelligently and efficiently; display responsibility, self-esteem, emotional intelligence, self-discipline, and integrity; maintain physical fitness and good health.

The staff at BBMS has chosen three areas of focus to improve student achievement and school culture. Big Bear Middle School continues to work to **build a culture of kindness** through regular lessons in bully prevention, through student leadership initiatives, and through continued and expanded implementation of the Safe School Ambassadors program in cooperation with our local Soroptimists. Staff is also continuing to focus on **supporting all learners** by providing an additional collaborative special education teacher, offering regular staff development in differentiation, and by ensuring equal access for our students with special needs. As we address **closing the achievement gap**, our staff continues to provide after school enrichment and intervention opportunities, as well as a STEAM focus schoolwide and several new intervention elective courses, designed to fill in skill gaps and allow students full access to core curriculum.

The dedicated teachers and staff work hard to provide a plethora of extra-curricular opportunities for our students in a collaborative effort with community and parents. Weekly enrichment opportunities, intervention, school clubs, activities, and sports are some of the offerings. Our MERIT program offers incentives and regular recognition to students who involve themselves in the life of the school by participating in academics, extra-curricular activities, and maintaining excellent behavior by demonstrating **Respect, Opportunity, Citizenship, Kindness, and Safety**. BBMS truly **R.O.C.K.S!**

In 2017-2018, a total of 342 students were enrolled including 65% of students who qualified for free or reduced meals, 14.3% who qualified for special education services, and 14% English Learners. In 2018-2019, we have an enrollment of 391, including 72% of students who qualified for free or reduced meals, 15% who qualify for special education services, and 13.5% English Learners. Big Bear Middle School is a Title I School.

### Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 7	188
Grade 8	166
<b>Total Enrollment</b>	<b>354</b>

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.3
Asian	0.8
Filipino	0.0
Hispanic or Latino	33.6
Native Hawaiian or Pacific Islander	0.6
White	60.7
Socioeconomically Disadvantaged	75.7
English Learners	14.1
Students with Disabilities	15.3
Foster Youth	1.1

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	17	17	18	118
Without Full Credential	0	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

**Year and month in which data were collected:** August 2018

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 5, 2018, 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. 18-19-006 which certifies, as required by Education Code section 60119, that (1) textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/Language Arts, including the English Language Development component of an adopted program, 3) sufficient textbook or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-12, inclusive.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2017 Houghton Mifflin Harcourt: Collections	Yes	0%
Mathematics	2016 Houghton Mifflin Harcourt: Big Ideas Math	Yes	0%
Science	2007 Holt	Yes	0%
History-Social Science	2006 Holt	Yes	0%

## School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Big Bear Middle School's original facilities were built in 1947, with remodeling and additions completed in 2009; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

District maintenance and site custodial staff ensure the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

2018 Campus Improvements:

- New desks for the majority of classrooms
- Upgraded computer lab space

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

The day custodian is responsible for:

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

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

The evening custodian is responsible for:

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

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

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

<b>School Facility Good Repair Status (Most Recent Year)</b>		
<b>Year and month of the most recent FIT report: July, 2018</b>		
<b>System Inspected</b>	<b>Repair Status</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	Kitchen will be upgraded in 2019/2020. Frayed carpet to be replaced in the near future.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: July, 2018</b>	
<b>Overall Rating</b>	<b>Good</b>

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	37.0	38.0	41.0	44.0	48.0	50.0
Mathematics (grades 3-8 and 11)	27.0	24.0	28.0	29.0	37.0	38.0

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	351	348	99.15	37.64
Male	189	187	98.94	29.41
Female	162	161	99.38	47.20
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	121	119	98.35	20.17
Native Hawaiian or Pacific Islander	--	--	--	--
White	211	210	99.53	47.14
Two or More Races	12	12	100.00	41.67
Socioeconomically Disadvantaged	261	258	98.85	29.46
English Learners	62	61	98.39	11.48
Students with Disabilities	51	51	100.00	9.80
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	351	345	98.29	23.84
Male	189	186	98.41	18.92
Female	162	159	98.15	29.56
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	121	119	98.35	10.08
Native Hawaiian or Pacific Islander	--	--	--	--
White	211	209	99.05	31.73
Two or More Races	12	11	91.67	27.27
Socioeconomically Disadvantaged	261	255	97.7	17.32
English Learners	62	61	98.39	4.92
Students with Disabilities	51	50	98.04	2
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	12.4	20.9	55.4

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.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2018-19)

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

#### Opportunities to Volunteer:

- Classroom Helper
- Chaperone
- Enrichment Classes

#### Committees:

- School Site Council
- District English Learner Advisory Council
- Cub Backers Booster Club

#### School Activities:

- Awards Assemblies
- Back to School Night
- Career Day
- Community Breakfast
- Parent Workshops
- Sports Events
- Spring Musical Production
- STEAM Night



## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	6.1	8.4	6.9	4.0	4.8	4.4	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

The Comprehensive School Site Safety Plan was developed for Big Bear Middle in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in August 2018.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
<b>English</b>	15.0	2	2		25.0	1	1		25.0	1	1	
<b>Mathematics</b>	22.0	4	5	1	29.0		6		28.0	1	5	
<b>Science</b>	23.0	2	5	1	31.0		8	3	30.0		8	3
<b>Social Science</b>	7.0	4			12.0	1			20.0	1		

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

### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>	1	391
<b>Counselor (Social/Behavioral or Career Development)</b>	0	N/A
<b>Library Media Teacher (Librarian)</b>	0	N/A
<b>Library Media Services Staff (Paraprofessional)</b>	1	N/A
<b>Psychologist</b>	.28	N/A
<b>Social Worker</b>	0	N/A
<b>Nurse</b>	.14	N/A
<b>Speech/Language/Hearing Specialist</b>	.14	N/A
<b>Resource Specialist (non-teaching)</b>	0	N/A
<b>Other</b>		N/A

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6,462	942	5,519	\$70,463
District	N/A	N/A	4,574	\$77,738
Percent Difference: School Site and District	N/A	N/A	20.7	0.3
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	-2.8	4.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded (Fiscal Year 2017-18)**

In addition to general fund state funding, Bear Valley Unified School District receives state and federal categorical funding for special programs. For the 2017-18 school year, the district received categorical, Special Education, and support programs funds for:

- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing
- Other Local: Locally Defined
- Special Education
- Lottery: Unrestricted
- Title I, II, and III

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,279	\$45,681
Mid-Range Teacher Salary	\$73,687	\$70,601
Highest Teacher Salary	\$93,765	\$89,337
Average Principal Salary (Elementary)	\$115,281	\$110,053
Average Principal Salary (Middle)	\$119,238	\$115,224
Average Principal Salary (High)	\$128,233	\$124,876
Superintendent Salary	\$160,000	\$182,466
Percent of Budget for Teacher Salaries	34.0	33.0
Percent of Budget for Administrative Salaries	6.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## Professional Development (Most Recent Three Years)

---

All training and curriculum development activities at Big Bear Middle revolve around the California Content Standards. In the past three school years, Big Bear Middle held staff development devoted to:

- English Learner (EL) Training
- Positive Behavior Intervention Support (PBIS)
- SDAIE Training
- STEM Symposium
- SWISS Training - Data Collection
- Targeted Solutions
- Technology: Haiku Classroom, Apple TV Training
- ELA Pacing and Assessment
- Restorative Practices and Using Circle Groups Effectively
- ALICE Training
- Writing Across the Curriculum
- Examining Student Work protocols
- California Math Conference
- Expect Respect: Bully Prevention training
- Community Matters: Safe School Ambassadors training
- Paraprofessional Certification training
- Effective First Instruction training

### District Training:

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

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Big Bear Middle School supports ongoing professional growth throughout the year on late start days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need.

Big Bear Middle offers support to new and veteran teachers through peer coaching and mentoring. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.