

# North Shore Elementary

## 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>	North Shore Elementary
<b>Street</b>	765 N. Stanfield Cutoff
<b>City, State, Zip</b>	Big Bear Lake, CA 92315
<b>Phone Number</b>	(909) 866-7501
<b>Principal</b>	Manny Marquez
<b>E-mail Address</b>	manny_marquez@bearvalleyusd.org
<b>Web Site</b>	nse.bearvalleyusd.org
<b>CDS Code</b>	36676376067052

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

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

### Principal's message

At North Shore we strive for all students to excel socially, emotionally, and academically. We work hard each day to provide students with the tools necessary to be successful in all aspects of life. This annual report card to the community provides valuable information regarding our instructional programs, highly qualified staff, school facilities, and finances compared with other schools and districts within California.

At North Shore Elementary School, we have many knowledgeable and caring teachers and staff who are dedicated to making a difference in the lives of every student. Through the implementation of a rigorous curriculum aligned with the California Content Standards, paired with the use of technology and the 21st Century fluencies of collaboration, communication, critical thinking and creativity, we provide our learners with a balanced, engaging environment in which to learn.

In addition to our academic focus, the use of Positive Behavior Intervention and Supports (PBIS) has provided our students with proactive strategies that have helped develop confidence and self-discipline in each of our learners. The intentional focus on our school-wide goals of being responsible, being respectful, and being safe have helped foster a positive learning environment where each student can truly "Soar Like an Eagle." One of our goals is to seek out the individual talents and gifts of students through our intervention and enrichment program. We believe that helping students discover their passions supports their overall academic and personal success.

We value the work of collaboration of all stakeholders within our educational community. The work of our Professional Learning Communities, Eagle Boosters, School Site Council and English Language Advisory Council are all integral components of our students' success. We believe that when parents, staff, and community members work together to provide a rich and meaningful educational experience that students will attain their dreams and become valuable, contributing members of society.

North Shore Elementary School provides instruction for students in grades K-6. During the 2017-2018 school year, a total of 555 students were enrolled. The school's enrollment for 2017-18 was comprised of 69% students who qualified for free and reduced meals, 14.7% students who qualified for special education services, and 20.5% English Learners. Currently, for the 2018-2019 school year, a total of 530 students are enrolled and is comprised of 60.6% students who qualify for free and reduced meals, 14.0% students who qualify for special education services, and 22.0 % English Learners. North Shore continues to grow and we hope to continue this pattern.

### **NSES VISION STATEMENT**

North Shore's staff, students, and community are committed to life-long learning and to developing responsible, productive members of society who appreciate the diversities of others.

### **NSES CORE VALUES**

We value:

- A school that is a community of learners – staff, students, parents, community;
- A school that is safe;
- A school that prepares our children for the challenge of life;
- A school where everyone in it feels part of a family;
- A school as an environment where optimal learning takes place;
- A school where staff feel free to try new ideas without risk;
- A school that encourages the highest moral character from staff and students.

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

Grade Level	Number of Students
Kindergarten	68
Grade 1	86
Grade 2	71
Grade 3	80
Grade 4	74
Grade 5	70
Grade 6	93
<b>Total Enrollment</b>	<b>542</b>

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

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.0
Asian	0.9
Filipino	0.0
Hispanic or Latino	36.3
Native Hawaiian or Pacific Islander	0.0
White	58.3
Socioeconomically Disadvantaged	67.0
English Learners	20.3
Students with Disabilities	12.4
Foster Youth	0.4

**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	24	26	24	118
Without Full Credential	1	0	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: November 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 McGraw Hill - Wonders	Yes	0%
Mathematics	2016 Houghton Mifflin Harcourt - Go Math	Yes	0%
Science	2007 Houghton Mifflin	Yes	0%
History-Social Science	2006 Harcourt Brace	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. North Shore Elementary School's original facilities were built in 1970; 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.

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 evening custodian are assigned to North Shore Elementary.

The day custodian is responsible for:

- Cafeteria Setup/Cleanup
- Restroom Checks
- Office, Library, Work Room Cleaning
- Window Cleaning
- Trash Removal
- Staff Restrooms
- Portable Classrooms
- Snow Removal

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

The evening custodians are responsible for:

- Office Area, Restrooms, Classroom Cleaning
- Kitchen
- Main Hallways

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

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

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

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

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: July, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	
<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)**

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

## 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)	49.0	55.0	41.0	44.0	48.0	50.0
Mathematics (grades 3-8 and 11)	32.0	40.0	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	321	314	97.82	55.10
Male	158	156	98.73	53.21
Female	163	158	96.93	56.96
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	121	119	98.35	44.54
White	182	177	97.25	62.71
Two or More Races	13	13	100.00	46.15
Socioeconomically Disadvantaged	221	216	97.74	47.22
English Learners	76	75	98.68	45.33
Students with Disabilities	45	45	100.00	4.44
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	321	315	98.13	40.32
Male	158	156	98.73	46.15
Female	163	159	97.55	34.59
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	121	120	99.17	30.83
White	182	177	97.25	48.02
Two or More Races	13	13	100	15.38
Socioeconomically Disadvantaged	221	217	98.19	34.56
English Learners	76	76	100	28.95
Students with Disabilities	45	45	100	4.44
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
5	22.4	32.8	22.4

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, flyers, the school marquee, and school newsletters, North Shore Eagle Booster Facebook page, and Remind. Contact your child's teacher or the Booster President, at 909-866-7501 for more information on how to become involved in your child's learning environment.

#### Opportunities to Volunteer Classroom:

- Classroom Support
- Chaperone

#### Committees:

- School Site Council
- English Learner Advisory Council
- District English Learner Advisory Council Eagle Booster Club
- North Shore Eagle Boosters
- Professional Learning Community (PLC)

#### School Activities:

- Back to School Night
- School Play
- Breakfast with Santa
- Fall Festival
- Fundraising Events
- Kaleidoscope Run
- North Shore County Fair
- Open House
- Read-A-Thon
- Rubber Ducky Race



## 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>	1.8	1.2	1.0	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 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, updated, and discussed with school staff in November 2018.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	23		3		28		3		22		3	
<b>1</b>	24		2		22	1	2		21	1	3	
<b>2</b>	21	1	1		24		3		22		3	
<b>3</b>	20	2	1		23		2		26		3	
<b>4</b>	32		2		33		1	1	28		2	
<b>5</b>	32		1	1	31		2		26		3	
<b>6</b>	26	1	2		31		3		25	1	3	
<b>Other</b>	19	1			14	2			19	1		

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

\*\* "Other" category is for multi-grade level classes.

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	NA
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.28	N/A
Social Worker	0	N/A
Nurse	.14	N/A
Speech/Language/Hearing Specialist	.14	N/A
Resource Specialist (non-teaching)	1	N/A
Other	0	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	5,117	772	4,346	70,765
District	N/A	N/A	4,574	\$77,738
Percent Difference: School Site and District	N/A	N/A	-5.0	0.8
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	-23.4	5.1

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 2016-2017 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 North Shore Elementary are aligned to the California Content Standards.

During the 2016-17 school year, North Shore Elementary held staff development devoted to:

## Site Training:

- Renaissance Place
- English Learners - ELD Standards, SADIE Stragies
- Technology
- Positive Behavior Intervention and Support
- Testing Inservice
- SIPPS Training
- Public Library Resources
- Thinking Maps
- Reflex Math

## District Training:

- Thinking Maps
- Digital Library
- District Articulation - Grade Level Meetings
- Effective First Instruction
- Behavior Intervention Strategies (Little Rascals)
- Behavior Intervention Plan Level I (BIP) Sp. Ed.
- Google Classroom
- Guided Reading TK-2
- Close Reading 3-6
- Target Solutions
- ALICE Training
- iReady
- Center for Teacher Innovation (new teacher induction program)
- MTSS Training (Admin Only)

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

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