

Big Bear Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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

School Contact Information (School Year 2019-20)

| Entity | Contact Information |
|--|--|
| School Name | Big Bear Elementary School |
| Street | 40940 Pennsylvania Avenue |
| City, State, Zip | Big Bear Lake, CA 92315 |
| Phone Number | (909) 866-4638 |
| Principal | Christina San Nicolas |
| Email Address | Christina_sannicolas@bearvalleyusd.org |
| Website | bbes.bearvalleyusd.org |
| County-District-School (CDS) Code | 36 67637 6105936 |

| Entity | Contact Information |
|----------------|-------------------------------------|
| District Name | Bear Valley Unified School District |
| Phone Number | (909) 866-4631 |
| Superintendent | Dr. Mary Suzuki |
| Email Address | mary_suzuki@bearvalleyusd.org |
| Website | www.bearvalleyusd.org |

School Description and Mission Statement (School Year 2019-20)

Principal's message

Welcome to Big Bear Elementary School! The Big Bear Elementary Team is honored to be your partner in education and to share our excitement and dedication to providing our students academic achievement and positive social development. We strive to ensure that students are successful and enjoy learning, parents and our community are making a difference, and students are being prepared for the world of work or college.

We invite you to visit our school so that you can experience first hand the commitment we have to our students. Our highly trained staff provides learning opportunities that assist students at reaching their academic proficiency levels and strive towards their individual potential. Students are active participants in the learning process and work closely with staff in setting these goals. The integration of technology compliments the core curriculum and 21st Century skills. We offer strings for 4th and 5th graders, 100 Mile Club, and physical education for all students. Accelerated Reader and STAR, Learning A-Z, Reflex Math, Typing Pal, and Google Apps are just a few on-line programs that we offer students to enhance their technology skills and additional support for mastering the state standards. In addition, we have Chorus, Student Government, Visual and Performing Arts performances, 5th grade Science camp, and a community connection with the Big Bear Water Department for our 3rd grade classes. We participate in a District Wide Ski program for all 3rd graders to have the opportunity to learn to ski at Snow Summit, another community partner. Ed Trust, another community partner along with Bear Tech, partner with BBE teachers to implement Place Based Education with science learning opportunities in many classrooms. These lessons and discoveries will expand student learning with an emphasis on hands-on outdoor education with a focus on conservation of our valuable resources and environment. Parents, families, and community members of Big Bear Elementary School are integral to the success of our students!

After school, we offer intervention in math and language arts as well as enrichment classes in gardening, science club, art, zumba, and yoga, currently taught by staff and community members. We plan to expand these opportunities in the future. We offer Coffee with the Principal throughout the year to discuss schoolwide activities, increased parent/family engagement opportunities, and learning opportunities for students and families.

Once again, we encourage you and all community members to visit and become familiar with our school. We are excited about new programs being added and look forward to meeting new parents and students as we grow together in promoting student success.

BBES Vision Statement

All students graduate educated, inspired, and prepared to pursue their dreams.

BBES Mission Statement

Live, Learn, Strive, & Serve- Big Bear Elementary School students will have the skills necessary to be competitive in the 21st Century in core subjects, life and career/interpersonal skills, innovation and learning skills, and technology skills.

District Slogan

Educate-Inspire-Prepare

District Mission Statement

It is the mission of the Bear Valley Unified School District to educate, inspire, and prepare all students by creating innovative learning environments where students can thrive academically, contribute to society, and lead healthy, purposeful lives.

District Vision Statement

All students graduate educated, inspired, and prepared to pursue their dreams.

District Value Statement

Students First: Students come first in everything we do.

Mutual Trust: Mutual trust is essential in all our interactions.

Dignity and Respect: We always treat each other with dignity and respect.

Innovation and Continuous Learning: We embrace innovation and continuously strive to learn and improve.

Growth Mindset and Grit: High expectations and perseverance are keys to success.

Collaboration and Partnerships: Working together, in collaboration and partnership, we make a difference for students.

Student Enrollment by Grade Level (School Year 2018-19)

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Kindergarten | 44 |
| Grade 1 | 30 |
| Grade 2 | 47 |
| Grade 3 | 33 |
| Grade 4 | 30 |
| Grade 5 | 38 |
| Grade 6 | 45 |
| Total Enrollment | 267 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|---------------------------------|------------------------------------|
| Black or African American | 0.7 |
| Asian | 0.7 |
| Filipino | 0.4 |
| Hispanic or Latino | 50.9 |
| White | 42.7 |
| Two or More Races | 4.5 |
| Socioeconomically Disadvantaged | 85.4 |
| English Learners | 36 |
| Students with Disabilities | 10.1 |
| Foster Youth | 0.7 |
| Homeless | 6.7 |

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 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential | 14 | 13 | 12 | 113 |
| Without Full Credential | 0 | 0 | 0 | 2 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|
| 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 2019-20)

Year and month in which data were collected: August 2019

All textbooks used in the core curriculum throughout Bear Valley Unified School District are being aligned to the California Content 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 4, 2019, 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. 19-20-006 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 Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent 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. Big Bear Elementary School's original facilities were built in the 1940's; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. Recent improvements to the campus include a remodel of the school's main office and lobby during the summer of 2017, as well as repaving of asphalt areas of sections of the school grounds. Additionally, beautiful and bright new floors throughout the hallways of the school.

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.

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

Year and month of the most recent FIT report: July, 2019

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Fair | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|--|--------|---|
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Fair | |
| 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 29 | 34 | 44 | 47 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 17 | 15 | 29 | 31 | 38 | 39 |

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 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 143 | 137 | 95.80 | 4.20 | 34.31 |
| Male | 69 | 67 | 97.10 | 2.90 | 32.84 |
| Female | 74 | 70 | 94.59 | 5.41 | 35.71 |
| Black or African American | -- | -- | -- | -- | -- |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| American Indian or Alaska Native | | | | | |
| Asian | -- | -- | -- | -- | -- |
| Filipino | | | | | |
| Hispanic or Latino | 76 | 70 | 92.11 | 7.89 | 28.57 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 59 | 59 | 100.00 | 0.00 | 38.98 |
| Two or More Races | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 121 | 118 | 97.52 | 2.48 | 33.05 |
| English Learners | 59 | 54 | 91.53 | 8.47 | 31.48 |
| Students with Disabilities | 26 | 26 | 100.00 | 0.00 | 7.69 |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 14 | 14 | 100.00 | 0.00 | 28.57 |

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 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 143 | 140 | 97.90 | 2.10 | 15.00 |
| Male | 69 | 68 | 98.55 | 1.45 | 13.24 |
| Female | 74 | 72 | 97.30 | 2.70 | 16.67 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | | |
| Asian | -- | -- | -- | -- | -- |
| Filipino | | | | | |
| Hispanic or Latino | 76 | 73 | 96.05 | 3.95 | 8.22 |
| Native Hawaiian or Pacific Islander | | | | | |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| White | 59 | 59 | 100.00 | 0.00 | 18.64 |
| Two or More Races | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 121 | 119 | 98.35 | 1.65 | 12.61 |
| English Learners | 59 | 57 | 96.61 | 3.39 | 5.26 |
| Students with Disabilities | 26 | 26 | 100.00 | 0.00 | 3.85 |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 14 | 14 | 100.00 | 0.00 | 14.29 |

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
Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5 | 23.5 | 26.5 | 17.6 |

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2019-20)

Parents, families, and community members of Big Bear Elementary School are integral to the success of our students! Their devoted commitment and support is reflected in the hours they spend volunteering their time and participation in School Site Council, ELAC, DELAC, and school events. Our Big Bear Elementary School Booster Club is an amazing success that is seen throughout the school in forms of newsletters, student involvement in community programs, art murals, and the commitment to every student through our school events!

Our Booster Club provides after school enrichment opportunities such as art, Zumba, and yoga instruction. They organize movie nights, Family Fun Night, many schoolwide activities, and work with our student government group in fundraising activities such as a canned food drive for our community.

The Big Bear Elementary Team encourages all parents/families to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through our automated telephone message system, the school marquee, email, flyers, the school website (bbes.bearvalleyusd.org), and Coffee with the Principal. Please contact the front office staff at 909-866-4638 for more information on how to become involved in your child's learning environment.

Committees

School Site Council
English Learner Advisory Council (ELAC)
Bobcat Booster Club
District English Learner Advisory Council (DELAC)
LCAP budget meetings

School Activities

Back to School Night Classroom Performances
Open House
Movie Night
Parent-Teacher Conferences
Community Garden
Family Fun Night
Student Performances
Jog-A-Thon
Talent Show

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 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|--------------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Suspensions | 7.0 | 3.0 | 2.0 | 4.8 | 4.4 | 4.2 | 3.6 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2019-20)

The Comprehensive School Site Safety Plan was developed for Big Bear Elementary in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff, School Site Council, and Safety Team in September 2019.

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 | 2016-17 | 2016-17 | 2016-17 | 2016-17 | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 |
|----------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|
| | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| K | 22 | 1 | 2 | | 19 | 1 | 2 | | 22 | 1 | 1 | |
| 1 | 24 | | 1 | | 25 | | 1 | | | | | |
| 2 | 25 | | 1 | | 19 | 1 | | | 26 | | 2 | |
| 3 | 25 | | 2 | | 20 | 1 | 1 | | 25 | | 1 | |
| 4 | 32 | | 1 | | 25 | | 1 | | 26 | | 1 | |
| 5 | 30 | | 1 | | 34 | | | 1 | 29 | | 1 | |
| 6 | 22 | 1 | 2 | | 32 | | 1 | 1 | 31 | | 2 | |
| Other** | | | | | | | | | 23 | | 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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title | Ratio |
|-----------------------------|-------|
| Academic Counselors* | .0 |

*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.

Student Support Services Staff (School Year 2018-19)

| Title | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | 1.0 |

*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 2017-18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | 6,140 | 614 | 5,525 | \$67,529 |
| District | N/A | N/A | 4,574 | \$77,713.00 |
| Percent Difference - School Site and District | N/A | N/A | 18.8 | -14.0 |
| State | N/A | N/A | 7506.64 | \$72,949.00 |
| Percent Difference - School Site and State | N/A | N/A | -30.4 | -7.7 |

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 2018-19)

In addition to general fund state funding, Bear Valley Unified School District receives state and federal categorical funding for special programs. For the 2018-2019 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 Define
- Special Education
- Lottery: Unrestricted
- Title I, II, and III

Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$46,279 | \$46,208 |
| Mid-Range Teacher Salary | \$73,687 | \$72,218 |
| Highest Teacher Salary | \$93,765 | \$92,742 |
| Average Principal Salary (Elementary) | \$116,434 | \$134,864 |
| Average Principal Salary (Middle) | \$120,430 | \$118,220 |
| Average Principal Salary (High) | \$129,515 | \$127,356 |
| Superintendent Salary | \$169,600 | \$186,823 |
| Percent of Budget for Teacher Salaries | 34% | 33% |
| Percent of Budget for Administrative Salaries | 6% | 6% |

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

Professional Development (Most Recent Three Years)

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 3 | 3 |

All training and curriculum development activities at Big Bear Elementary School are being aligned to the California Content Standards. During the past three years, school staff participated in professional development activities held after school on early release days and on one dedicated (non-student) staff development day. Training concentrations included:

Site Training:

- Reflex Math
- English Learners - ELD Standards, SDAIE Strategies
- Technology
- Positive Behavior Intervention and Support
- Testing In-service
- SIPPS Training
- i-Ready

District Training:

- Thinking Maps
- Digital Library
- Google Classroom
- District Articulation - Grade Level Meetings
- Target Solutions
- Center for Teacher Innovation (new teacher induction program)
- Guided Reading TK-2
- Close Reading 3-6
- Effective First Instruction
- Behavior Intervention Strategies (Little Rascals)
- Behavior Intervention Plan Level I (BIP) for Sp. Ed.
- ALICE 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 Elementary supports ongoing professional growth throughout the year on minimum days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need.

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