

North Shore Elementary

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	North Shore Elementary
Street	765 N. Stanfield Cutoff
City, State, Zip	Big Bear Lake, CA 92315
Phone Number	(909) 866-7501
Principal	Manny Marquez
Email Address	manny_marquez@bearvalleyusd.org
Website	nse.bearvalleyusd.org
County-District-School (CDS) Code	36676376067052

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

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-5. 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. 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. Currently, for the 2019-2020 school year, a total of 474 students are enrolled. The drop in enrollment is due to a district wide reconfiguration to place all BVUSD 6th grade students at the middle school.

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 2018-19)

Grade Level	Number of Students
Kindergarten	69
Grade 1	64
Grade 2	92
Grade 3	73
Grade 4	78
Grade 5	73
Grade 6	81
Grade 7	2
Total Enrollment	532

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.2
Asian	1.1
Hispanic or Latino	36.1
Native Hawaiian or Pacific Islander	0.2
White	57
Two or More Races	5.1
Socioeconomically Disadvantaged	67.9
English Learners	19.9
Students with Disabilities	12.2
Foster Youth	0.9
Homeless	6.4

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	26	24	23	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: November 2019

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 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. 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

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	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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)	55	54	44	47	50	50
Mathematics (grades 3-8 and 11)	40	42	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	287	285	99.30	0.70	54.04
Male	136	134	98.53	1.47	52.24
Female	151	151	100.00	0.00	55.63
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	114	114	100.00	0.00	44.74
Native Hawaiian or Pacific Islander					
White	153	151	98.69	1.31	61.59

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	13	13	100.00	0.00	38.46
Socioeconomically Disadvantaged	194	193	99.48	0.52	45.08
English Learners	71	71	100.00	0.00	42.25
Students with Disabilities	33	33	100.00	0.00	12.12
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	23	23	100.00	0.00	52.17

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	287	285	99.30	0.70	41.75
Male	136	134	98.53	1.47	47.01
Female	151	151	100.00	0.00	37.09
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	114	114	100.00	0.00	34.21
Native Hawaiian or Pacific Islander					
White	153	151	98.69	1.31	46.36
Two or More Races	13	13	100.00	0.00	53.85
Socioeconomically Disadvantaged	194	193	99.48	0.52	32.64
English Learners	71	71	100.00	0.00	30.99
Students with Disabilities	33	33	100.00	0.00	6.06
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	23	23	100.00	0.00	34.78

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	28.8	27.3	19.7

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 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 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	1.2	1.0	1.4	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 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 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 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	28		3		22		3		23		3	
1	22	1	2		21	1	3		24		2	
2	24		3		22		3		24		4	
3	23		2		26		3		22		3	
4	33		1	1	28		2		31		2	
5	31		2		26		3		32		2	
6	31		3		25	1	3		31		2	1
Other**	14	2			19	1			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.

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)	2.0

*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	5,117	772	4,346	70,765
District	N/A	N/A	4,574	\$77,713.00
Percent Difference - School Site and District	N/A	N/A	-5.0	0.8
State	N/A	N/A	\$7,506.64	\$72,949.00
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 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 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 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 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.