

Bellevue Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

School Contact Information	
School Name	Bellevue Elementary School
Street	22736 Kuien Mill Road
City, State, Zip	Sonora, Ca, 95370
Phone Number	209-586-5510
Principal	Ms. Carla J. Haakma
E-mail Address	chaakma@mybellevue.org
Web Site	http://www.bellevue.k12.ca.us
CDS Code	55723066114532

District Contact Information	
District Name	Bellevue School District
Phone Number	(209) 586-5510 x323
Superintendent	Carla J. Haakma
E-mail Address	chaakma@mybellevue.org
Web Site	http://www.bellevue.k12.ca.us

School Description and Mission Statement (School Year 2017-18)

About Our School

The Bellevue School District is committed to providing a successful school experience for all students. We value and challenge students and provide opportunities for a successful experience. Instruction is based on the Common Core State Standards adopted by the State of California. At Bellevue Elementary our students' success is at the center of all we do.

BELLEVUE SCHOOL DISTRICT DESCRIPTION

Bellevue School District is a rural, single-school district nestled in a beautiful mountain setting on the west slope of the Sierra Nevada Foothills. Bellevue Elementary School, often referred to as "The Jewel of the Sierra," is a wonderful place to learn. The district serves students in grades Preschool through 8th grade and is proud to boast one of the highest API scores in Tuolumne County. Bellevue benefits from a very supportive community and strong parent involvement working together to ensure the success of all students. The Bellevue staff provide an excellent opportunity for students to learn. In this small school setting, teachers know their students well and that students feel comfortable at Bellevue .

The district employs outstanding educators devoted to teaching students the Common Core State Standards. All of Bellevue's teachers meet the Highly Qualified definition of No Child Left Behind. Teachers participate in staff development activities and have minimum days to promote school-wide planning and articulation between grade levels. The Common Core State Standards have been fully implemented. Math curriculum aligned with the CCSS was formally adopted in 2014-15 and ELA curriculum aligned with the CCSS was adopted in 2016-2017. Bellevue staff worked together to implement the new standards and many staff members became mentors in the county on the integration of Common Core concepts in the the classroom and participated in STEM tracks. A team is being trained this year in the Next Generation Science Standards (NGSS) and the Science Test will be administered with CAASPP this Spring.

Bellevue has professional classified staff members working in the preschool, classrooms, library, office, cafeteria, playground, After School Program, and in maintenance, operations and transportation. All staff work together towards a common goal of ensuring Bellevue students reach their maximum potential. Bellevue Elementary School is proud to offer the following programs: Preschool, small class sizes, self-contained classrooms, Character Education, Responsive Classroom, PBIS, after school sports, Student Council, and a quality After School Program. All of the Bellevue Elementary School classrooms have iPads or Chrome Books 1:1 for every student. Technology is incorporated into all aspects of the curriculum and classrooms are equipped with DocuCams, projectors and Apple TVs.

BELLEVUE SCHOOL DISTRICT VISION STATEMENT:

"The Bellevue School Community will promote academic excellence and build positive character."

BELLEVUE SCHOOL DISTRICT MISSION STATEMENT:

"Bellevue will ensure that all students have meaningful learning experiences, empowering them to succeed in an ever-changing world!"

CORE VALUES:

Bellevue Eagles will demonstrate...

Respect
 Responsibility
 Integrity
 Teamwork
 High Expectations

Positive Attitude
 Perseverance
 Consideration
 Resiliency
 Fun

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	19
Grade 1	21
Grade 2	13
Grade 3	18
Grade 4	14
Grade 5	14
Grade 6	16
Grade 7	17
Grade 8	15
Total Enrollment	147

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	3.4
American Indian or Alaska Native	1.4
Asian	0.7
Filipino	0
Hispanic or Latino	21.8
Native Hawaiian or Pacific Islander	2
White	68
Two or More Races	2.7
Socioeconomically Disadvantaged	55.1
English Learners	0
Students with Disabilities	7.5
Foster Youth	1.4

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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	9	9	10	10
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: October 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Literacy (K-5) & McGraw Hill (6-8)	Yes	0.0
Mathematics	Eureka Math	Yes	0.0
Science	Prentice Hall	Yes	0.0
History-Social Science	McDougal Littell	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Conditions -- General Information

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument. The school facility is in overall good repair.

Maintenance and Repair:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. During the summer of 2014, the carpet in the school office and library were replaced and some of the older HVAC units were replaced. Trees have been removed, buildings painted, brick work completed, septic system and roof repaired, and a playground remodeling project was completed. During the summer of 2016, a new playground was installed, the primary wing was painted and had new carpet and linoleum installed. A retaining wall was replaced in the Spring of 2016 to repair damage caused from the winter storm and the pavement was excavated and replaced due to tree root damage. Fencing was removed in some areas to open up to make the new playground more accessible and fencing was installed in some areas for safety reasons. Trees were removed that were causing damage to the pavement. Dead trees that were a safety risk are scheduled for removal by the County in Winter 2016 and 2017. Plumbing repairs and replacement of drinking fountains have been installed. During the Fall of 2016, an energy audit was completed and plan developed to utilize the Prop 39 funds to upgrade lighting and HVAC units on campus. All HVAC and LED lighting was installed with Prop 39 funds in 2016-17 and will continue with additional Prop 39 funds allocated for 2017-18. A new roof, a bike path on the primary playground and additional fencing was installed in the summer of 2017. A new classroom was added in the summer of 2017 with State-of-the-art technology.

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: November 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: November 2017				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

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	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	39	44	39	44	48	48
Mathematics (grades 3-8 and 11)	31	19	31	19	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	105	99	94.29	44.44
Male	50	46	92	39.13
Female	55	53	96.36	49.06
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	21	19	90.48	42.11
Native Hawaiian or Pacific Islander	--	--	--	--
White	72	69	95.83	43.48
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	55	51	92.73	29.41
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	105	99	94.29	19.19
Male	50	46	92	23.91
Female	55	53	96.36	15.09
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	21	19	90.48	15.79
Native Hawaiian or Pacific Islander	--	--	--	--
White	72	69	95.83	18.84
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	55	51	92.73	21.57
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	57	48	57	48	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5		18.8	68.8
7	23.5	5.9	52.9

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Communication between home and school is regular, two-way and meaningful.

- Newsletters are sent home to inform parents of upcoming events and important information.
- The school website is updated and promoted for student and parent communication.
- Belleview hosts a Back To School Night at the beginning of the school year as an opportunity for parents to meet their child's teacher and receive information about classroom routines/expectations and grade level curriculum.
- Parents are welcome in the school and are actively pursued for volunteering. Several events are scheduled during the school year where parents have the opportunity to be involved and participate. Examples of such events include the Harvest Festival, Jog-a-thon, Plays & Performances, Bagel Day, Turkey Trot, School Dances, the Robotics Challenge, and many other fun activities, events and celebrations.
- Parents are encouraged to participate in committees such as School Site Council and the Parent Club.
- Stakeholder input is sought for the development of the LCAP. Parent surveys are administered and analyzed to get input on school goals, activities and climate. The parent advisory group met throughout the school year to design the surveys, and ultimately make a recommendation to the Board for the development of the LCAP. An LCAP Community Forum was held in 15/16 and 16/17 and is planned for 17/18 to provide an overview of Belleview's LCAP and get parent input.
- Teachers conference with parents via telephone, written notes, email or in person and help parents with strategies for supporting school work and homework.
- Parents are able to email their child's teacher for clarification on issues pertaining to their child.
- Parents are provided report cards at the end of each trimester that details their child's academic progress for the school year.
- Parents receive automated phone messages and emails via "School Messenger" reminding them of important upcoming events, minimum days, important deadlines or school safety concerns, etc..

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	4.23	2.84	2.99	4.23	2.84	2.99	3.79	3.65	3.65
Expulsions	0	0	0	0	0	0	0.09	0.09	0.09

School Safety Plan (School Year 2017-18)

The Belleview School District maintains a Districtwide Comprehensive Safety Plan and a NIMS/SEMS (National Incident Management System) Plan. Both plans are reviewed annually and revisions are made as needed. A copy of the Districtwide Comprehensive Safety Plan is available for review in the Belleview School office. The Governing Board annually reviews changes to Districtwide Comprehensive Safety Plan at the February Board Meeting.

The district provided safety training for staff, including: CPR/First Aid training; new employee training and all custodial staff attend a yearly safety training provided by the Tuolumne JPA. Staff is trained annually on Mandated Reporter's, Harassment, Blood Born Pathogens, Pesticide and biannually for First Aid/CPR. Belleview's School Site Crisis Team received training on the Incident Command System, NIMS/SEMS Plan, staff responsibilities during a crisis, and active shooter response. Representatives from the Tuolumne County Sheriff's Department, the Sonora Police Department and Tuolumne County Superintendent of Schools Office presented an ALICE training for all staff which provides proactive strategies to respond to an intruder on campus in 2013.

Safety drills are conducted monthly, throughout the year including: bus evacuation, fire drills, an earthquake drill, and an intruder/lock-down drill. The Belleview Elementary School campus has surveillance cameras at various locations on campus and in all buses.

Administration attends Safety Training annually provided by the County Office of Education, and meets quarterly with County Superintendents and County Law Enforcement in regards to Critical Incidents county-wide.

Fencing and upgraded LED lighting has been installed to provide a more secure campus.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	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+
K	8	1			18	1			19	1		
1	21		1		11	1			21		1	
2	15	1			18	1						
3					16	1			22		1	
4	17	1			9	1			22		1	
5	29		1	1	23		2		14	2		
6	17	1			15	5			24	2	3	

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.2	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist	1	N/A
Other	1.2	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	11,909	1,721	10,188	49,791
District	N/A	N/A	10,188	\$53,032
Percent Difference: School Site and District	N/A	N/A	0.0	7.0
State	N/A	N/A	\$6,574	\$61,939
Percent Difference: School Site and State	N/A	N/A	90.5	-15.9

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

Types of Services Funded (Fiscal Year 2016-17)

The Belleview School District offers:

- Small class sizes K-8
- A State-funded Preschool Program
- Music Teacher Gr. 5-8
- Title I Services
- Additional Math Instruction

Reading Intervention
 Accelerated Reader & STAR Math
 Supplemental Math & Reading Computer Programs
 iPads
 Step Up to Writing
 Reading A-Z
 Get More Math
 1:1 Chromebooks for every student
 Library-Media Technician (.50 FTE)
 Yearbook
 After School Sports
 After School Program
 Electives for Grades 6-8 (STEM, Robotics, Drama, Art, etc)
 3.0 Instructional Aides for the classrooms
 Full-day Kindergarten Program

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,444	\$42,598
Mid-Range Teacher Salary	\$57,131	\$62,232
Highest Teacher Salary	\$65,197	\$80,964
Average Principal Salary (Elementary)		\$102,366
Average Principal Salary (Middle)		\$104,982
Average Principal Salary (High)		
Superintendent Salary	\$110,990	\$117,868
Percent of Budget for Teacher Salaries	35%	32%
Percent of Budget for Administrative Salaries	15%	7%

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)

A Leadership Team was established that met regularly and facilitated the adoption of a new Vision/Mission Statement & Core Values. The primary area of focus for staff development is on the implementation of the Common Core State Standards. The focus includes the California Mathematics & ELA Common Core State Standards. Last year, the district adopted its ELA curriculum (Benchmark and Study Sync). Professional development for the CAASPP Interim and Summative Assessments is provided. A team of teachers serves on the NGSS Implementation Team and a Math Collaborative and meets regularly with the County. Teachers in grades 5-8 are implementing the Get More Math Program and participate in training for implementation. A Webinar Training was provided to teachers for the Renaissance Reading/Math STAR 360 Program. This year, the school has worked on building a positive school culture and PD has been provided for Responsive Classroom, Trauma Informed Practices and PBIS. Belleview employs one teacher in the Induction Program and another teacher who serves as the Induction Mentor and Administrative Intern. Staff participates in training at the local county office of education and other providers. Training is provided both during the school day and after school. Ongoing professional learning communities support the implementation of Belleview's professional staff development. Teachers participated in STEM tracks and will implement the Next Generation Science Standards (NGSS).