Belleview Elementary School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

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 and access to prior year reports, 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 the 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).

California School Dashboard
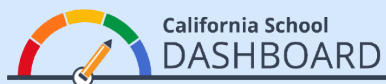
The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	Belleview Elementary School
Street	22736 Kuien Mill Road
City, State, Zip	Sonora, Ca, 95370
Phone Number	209-586-5510
Principal	Mrs. Carmel M. Portillo
Email Address	cportillo@mybelleview.org
School Website	www.mybelleview.org
County-District-School (CDS) Code	55723060000000

2022-23 District Contact Information

District Name	Belleview School District
Phone Number	(209) 586-5510 x6323
Superintendent	Carmel M. Portillo
Email Address	cportillo@mybelleview.org
District Website Address	www.mybelleview.org

2022-23 School Overview

About Our School
The Belleview School District is committed to providing a successful school experience for all students. Our mission is to ensure all students have meaningful learning experiences, empowering them to succeed in an ever-changing world! Our vision is that the Belleview School community will promote academic excellence and build positive character. Instruction is based on the Common Core State Standards adopted by the State of California. At Belleview Elementary our students' success and positive school culture is at the center of all we do.

BELLEVIEW SCHOOL DISTRICT DESCRIPTION
Belleview School District is a rural, single-school district nestled in a beautiful mountain setting on the west slope of the Sierra Nevada Foothills. Belleview Elementary School, often referred to as "The Jewel of the Sierras," is a wonderful place to learn. The district serves approximately 175 students in grades Preschool through 8th grade. Belleview benefits from a very supportive community and strong parent involvement working together to ensure the success of all students. The Belleview staff provide an excellent opportunity for students to learn. In this small school setting, teachers know their students well and that students experience and optimal learning environment while at Belleview.

The district employs outstanding, highly qualified educators devoted to teaching students the Common Core State Standards and providing engaging experiences. All of Belleview's teachers meet the Highly Qualified definition of No Child Left Behind. Teachers participate in staff development activities and collaborate on 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 is undergoing another review this year in anticipation for a new upcoming adoption. ELA curriculum aligned with the CCSS was adopted in 2016-2017, Social Studies curriculum was adopted in 2018-19 and Science was adopted in 2019-22. Belleview 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 iwas trained last year in the Next Generation Science Standards (NGSS) and the Science Test will be administered with CAASPP this Spring.

Belleview 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 Belleview students reach their maximum potential. Belleview Elementary School is proud to offer the following programs: Preschool, small class sizes, self-contained classrooms, Character Education, Responsive Classroom, counseling services, after school sports, Student Council, and a quality After School Program. All of the Belleview 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.

BELLEVIEW SCHOOL DISTRICT VISION STATEMENT:
"The Belleview School Community will promote academic excellence and build positive character."

BELLEVIEW SCHOOL DISTRICT MISSION STATEMENT:
"Belleview will ensure that all students have meaningful learning experiences, empowering them to succeed in an ever-changing world!"

CORE VALUES:

Belleview Eagles will demonstrate…

Respect
Responsibility

2022-23 School Overview

Integrity
Teamwork
High Expectations
Positive Attitude
Perseverance
Consideration
Resiliency
Fun

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	23
Grade 1	18
Grade 2	20
Grade 3	17
Grade 4	18
Grade 5	17
Grade 6	20
Grade 7	13
Grade 8	17
Total Enrollment	163

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.5
Male	48.5
American Indian or Alaska Native	3.1
Asian	0.0
Black or African American	0.0
Filipino	1.2
Hispanic or Latino	16.6
Native Hawaiian or Pacific Islander	1.8
Two or More Races	8.6
White	68.7
English Learners	0.6
Foster Youth	2.5
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	40.5
Students with Disabilities	17.8

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.90	79.82	7.90	79.82	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	10.09	1.00	10.09	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	10.09	1.00	10.09	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	9.90	100.00	9.90	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.50	88.24	7.50	88.24	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	11.76	1.00	11.76	11953.10	4.28
Unknown	0.00	0.00	0.00	0.00	15831.90	5.67
Total Teaching Positions	8.50	100.00	8.50	100.00	279044.80	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	1.00
Total Out-of-Field Teachers	0.00	1.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.30	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	Benchmark Literacy (K-5) & McGraw Hill (6-8) Adopted 2015/16	Yes	0.0
Mathematics	Eureka Math & Big Ideas Adopted 2014/15	Yes	0.0
Science	Amplify Adopted 2019/20 Gr. 5-8 and 2021-22 Gr K-4	Yes	0.0
History-Social Science	Pearson Adopted 2018/19	Yes	0.0

School Facility Conditions and Planned Improvements

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 were removed 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 in 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. In the summer of 2018, bathrooms were remodeled, drainage/irrigation on the field was improved upon, a roof was installed on the gray building, flooring was replaced in 2 classrooms and wood rot repair and other general maintenance of the facility and campus was performed. In the summer of 2019, all portables had dry rot repair and were painted. Two additional classrooms were added due to an increase in enrollment. New flooring was installed in three classrooms. Roof and deck repair, and a new awning were installed on the "gray building" - teacher's workroom and lounge. The trim was re-painted in the cafeteria and a mural was added as the 8th grade project. In addition there were plumbing and HVAC repairs completed, repaving of blacktop on the upper basketball courts and re-striping in the parking lot. In the summer of 2020, Plexiglas barriers were installed and hand sanitizer stations. Continued repairs/replacements of HVAC units. A new generator was purchased and installed in 2020-21 to maintain the food quality during PSPS events.

Year and month of the most recent FIT report	11/1/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			ASP - Rooms 5, 6: Roof repairs noted: isolated, minor leak during rains in Room 6

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	41	N/A	41	N/A	47
Mathematics (grades 3-8 and 11)	N/A	23	N/A	23	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	113	108	95.58	4.42	40.74
Female	59	56	94.92	5.08	42.86
Male	54	52	96.30	3.70	38.46
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	23	23	100.00	0.00	30.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	76	71	93.42	6.58	49.30
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	40	38	95.00	5.00	39.47
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	23	21	91.30	8.70	19.05

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	113	108	95.58	4.42	23.15
Female	59	56	94.92	5.08	21.43
Male	54	52	96.30	3.70	25.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	23	23	100.00	0.00	17.39
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	76	71	93.42	6.58	26.76
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	40	38	95.00	5.00	15.79
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	23	21	91.30	8.70	19.05

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	14.81	18.18	14.81	18.18	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	36	33	91.67	8.33	18.18
Female	15	13	86.67	13.33	30.77
Male	21	20	95.24	4.76	10
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	27	24	88.89	11.11	20.83
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	15	100	0	20
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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 area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%
Grade 7	100%	100%	100%	100%	100%
Grade 9	NA	NA	NA	NA	NA

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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, Bike Days, Plays & Performances, Bagel Day, Turkey Trot, School Dances, the Robotics Challenge, Nature Bowl, and many other fun activities, events and celebrations.
- Parents are encouraged to participate in committees such as School Site Council and the Parents' 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 has been held every year since 2015/16 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..

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	186	181	60	33.1
Female	95	93	29	31.2
Male	91	88	31	35.2
American Indian or Alaska Native	7	5	1	20.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	2	2	0	0.0
Hispanic or Latino	32	32	13	40.6
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	15	15	5	33.3
White	127	124	40	32.3
English Learners	1	1	0	0.0
Foster Youth	4	4	2	50.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	80	76	38	50.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	35	35	13	37.1

C. Engagement	**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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.21	3.21	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.00	0.00	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

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 and is posted on the school's website at www.mybelleview.org. The Governing Board annually reviews changes to Districtwide Comprehensive Safety Plan at the February Board Meeting. Due to the closure of school on March 18, 2020 because of the COVID-19 Pandemic, Belleview submitted a "Safe Plan for Reopening School" to the Public Health Department for review and the plan is posted on the school's website and updated every 6 months. This plan contains all the the information and protocols for reopening school safely during the world wide pandemic. In addition, Belleview has complied CALOSHA and the Board has approved the COVID-19 Prevention Program, which is an addendum to the Illness & Injury Program and published on the school's website.

The district provided safety training for staff, including: CPR/First Aid training; COVID-19, 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. An Active Shooter Training was provided to all staff during inservice days at the start of the 2022-23 school year, and to the entire student body grades K-8 in January 2023. All staff complete mandatory annual training online at "Get Safety Trained" and in-person CPR training.

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, video surveillance and upgraded LED lighting has been installed to provide a more secure campus.

D. Other SARC Information

Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	2		
1	23		1	
2	21		1	
3	24		1	
4	25		1	
5	12	1		
6	18	1		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		1	
1	18	1		
2	40			1
3	20	1		
4	21		1	
5	22		1	
6	33			

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		1	
1	18	1		
2	20	1		
3	18	1		
4	18	1		
5	17	1		
6	20	1		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

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	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.5

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12,624	3,558	9,066	65,422
District	N/A	N/A	9,066	
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	$6,594	$74,053
Percent Difference - School Site and State	N/A	N/A	31.6	-12.4

2021-22 Types of Services Funded

The Belleview School District offers:
Small class sizes K-8
A State-funded Preschool Program
PE Teacher Gr. K-8
Title I Services
Reading & Writing Intervention
STAR 360 Reading and Math Diagnostics
Accelerated Reader
Supplemental Math & Reading Computer Programs
iPads
Step Up to Writing, Redbird & NESSY Supplemental Reading & Writing Programs
Reading A-Z
Get More Math
1:1 Chromebooks for every student
Library-Media Technician (.20 FTE)
Yearbook & Social Media Page
After School Sports
After School Program
Ukulele Music Program for 4th and 5th grade
Electives for Grades 6-8 (STEM, Robotics, Music, Drama, Art, etc)
7.0 Instructional Aides for the classrooms
Full-day TK and Kindergarten Program

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		$46,844
Mid-Range Teacher Salary		$73,398
Highest Teacher Salary		$93,345
Average Principal Salary (Elementary)		$116,457
Average Principal Salary (Middle)		$122,115
Average Principal Salary (High)		
Superintendent Salary		$136,296
Percent of Budget for Teacher Salaries	29%	30%
Percent of Budget for Administrative Salaries	11%	6%

Professional Development

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. Training is provided for district-adopted ELA and Math curriculum (Benchmark, Study Sync, and Eureka Math). 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 4-8 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. On-site professional development was provided for iReady Reading and Math Diagnostic and growth-data analysis. 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 two teachers in the Induction Program and another teacher who serves as the Induction Mentor. 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). Training has also been provided for Special Education, Trauma-Informed Practices and PROACT certification. In order to prepare for the 2020-21 school year, with students on a Distance Learning Model, the teachers attended a week-long training provided by TCSOS & CUE. Students attended in person on a full schedule for the 2021-2022 and 2022-2023 school year.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3