

Bellevue Elementary
2024–25 School Accountability Report Card
Reported Using Data from the 2024–25 School
Year
California Department of Education

Address:	22736 Kuien Mill Rd. Sonora, CA , 95370- 8331	Principal:	Mrs. Carmel Portillo, Superintendent- Principal
Phone:	(209) 586-5510	Grade Span:	TK-8

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Mrs. Carmel Portillo, Superintendent-Principal

📍 Principal, Bellevue Elementary

Contact _____

Bellevue Elementary
22736 Kuien Mill Rd.
Sonora, CA 95370-8331

Phone: [\(209\) 586-5510](tel:(209)586-5510)

Email: cportillo@mybellevue.org

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Bellevue Elementary
Phone Number	(209) 586-5510
Superintendent	Portillo, Carmel
Email Address	cportillo@mybellevue.org
Website	www.mybellevue.org

School Contact Information (School Year 2025–26)

School Name	Bellevue Elementary
Street	22736 Kuien Mill Rd.
City, State, Zip	Sonora, CA , 95370-8331
Phone Number	(209) 586-5510
Principal	Mrs. Carmel Portillo, Superintendent-Principal
Email Address	cportillo@mybellevue.org
Website	
Grade Span	TK-8
County-District-School (CDS) Code	55723066054829

School Description and Mission Statement (School Year 2025–26)

BELLEVUE ELEMENTARY 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 Sierras," is a wonderful place to learn. The district serves approximately 175 students in grades Preschool through 8th grade. 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 experience an optimal learning environment while at Bellevue. The district employs outstanding, highly qualified educators devoted to teaching students the Common Core State Standards and providing engaging experiences. All of Bellevue'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 in 2025-26. ELA curriculum aligned with the CCSS was adopted in 2016-2017, Social Studies curriculum was adopted in 2018-19 and NGSS Science curriculum was adopted in 2019-2022. 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 classroom and participated in STEM and art professional development.

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, counseling services, 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 Document Cameras, projectors and Apple TVs.

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

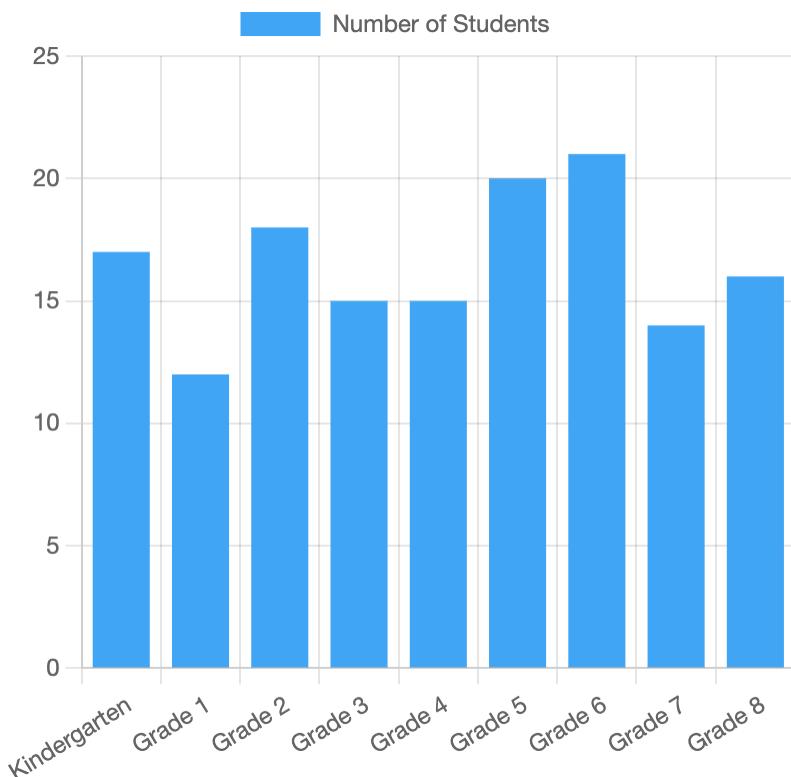
Consideration

Resiliency

Fun

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	17
Grade 1	12
Grade 2	18
Grade 3	15
Grade 4	15
Grade 5	20
Grade 6	21
Grade 7	14
Grade 8	16
Total Enrollment	148



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	51.40%	English Learners	4.10%
Male	48.60%	Foster Youth	0.00%
Non-Binary	0.00%	Homeless	9.50%
American Indian or Alaska Native	0.00%	Migrant	0.00%
Asian	0.00%	Socioeconomically Disadvantaged	48.60%
Black or African American	0.00%	Students with Disabilities	15.50%
Filipino	0.70%		
Hispanic or Latino	24.30%		
Native Hawaiian or Pacific Islander	0.00%		
Two or More Races	6.80%		
White	68.20%		

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 Preparation and Placement (School Year 2021–22)

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/Incomplete/NA	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%

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.

Teacher Preparation and Placement (School Year 2022–23)

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)	7.00	87.50%	7.00	87.50%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	12.50%	1.00	12.50%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	0.00	0.00%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	0.00	0.00%	14303.80	5.15%
Total Teaching Positions	8.00	100.00%	8.00	100.00%	277698.00	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.

Teacher Preparation and Placement (School Year 2023–24)

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)	7.00	77.78%	7.00	77.78%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	0.00	0.00%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	0.00	0.00%	12112.80	4.34%
Unknown/Incomplete/NA	2.00	22.22%	2.00	22.22%	13705.80	4.91%
Total Teaching Positions	9.00	100.00%	9.00	100.00%	278927.10	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.

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

Authorization/Assignment	2021– 22 Number	2022– 23 Number	2023– 24 Number
Permits and Waivers	0.00	0	0.00
Misassignments	0.00	1	0.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.00	1	0.00

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

Indicator	2021– 22 Number	2022– 23 Number	2023– 24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	1.00	0	0.00
Total Out-of-Field Teachers	1.00	0	0.00

Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%		0.00%
No credential, permit or authorization to teach (a percentage of all the classes taught	0%	11.1%	0.00%

Indicator	2021– 22	2022– 23	2023– 24
	Percent	Percent	Percent
by teachers with no record of an authorization to teach)			

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

?The district employs outstanding, highly qualified educators devoted to teaching students the Common Core State Standards and providing engaging experiences. All of Bellevue'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. Bellevue staff works together to implement new standards and offer a variety of elective options. Due to staffing and budget constraints, the district does not currently provide credit-based foreign-language or visual and performing arts curriculum. Health Education is provided once during 7th/8th grades during a series of seminars provided by Public Health educators and aligned with EdCode requirement. ?

Year and month in which the data were collected: December 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5th Grade: Benchmark Advanced / Adopted 2016-2017 6-8 Grade: Study Sync / Adopted 2016-2017	0
Mathematics	?K-8th Grade: Eureka Math (Engage NY/Great Minds) / Adopted 2014?	0
Science	?K-8th Grade: Amplify Science / Adopted 2019 (5-8th Grade) and 2022 (K-5)?	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
History-Social Science	K-5th Grade: Houghton Mifflin / Adopted 2016 6-8th Grade: History Alive TCI / Adopted 2018-19	0
Foreign Language	N/A	0
Health	N/A	0
Visual and Performing Arts	N/A	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

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: The 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.

- In 2022-2023, new carpet was installed in 4 classrooms, new wood skirtings were replaced on 5 entrance ramps to portable classrooms, and repairs were completed on two wood enclosures around heating units.
- In the summer of 2024, Room 14 was emptied of storage to become a resource room for specialists, and underwent extensive cleaning including pest management, removal and replacement of all ceiling tiles. New desks were purchased for three classrooms in 3rd, 4th, and 5th grade. Two hydration stations were added and installed in outdoor areas for students. New shelving was installed in the kitchen pantry. A new toilet was installed in the upper staff bathroom, additional wall dividers were installed in the boys bathroom, and mirrors in both student restrooms. Weekly trash service was started with Waste Management with the addition of two bear-safe dumpsters on site. A new valve system was replaced at the TUD water shut-off on site. Four concrete structures were removed from the outdoor area next to Room 7.
- In the summer of 2025, the parking lot was re-striped, six new doors were installed in classrooms in the lower playground, a new wood frame was constructed around the bell, the upper play structure was removed after being surplused for damages and safety concerns, and new cafeteria tables were purchased.

The District plans to install a new roof on Room 6, which are FEMA grant-funded repairs from storm damage in 2023.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
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 Facility Rate

Year and month of the most recent FIT report: December 2025

Overall Rating	Exemplary

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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **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.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts / Literacy (grades 3–8 and 11)	61%	46%	61%	46%	47%	48%
Mathematics (grades 3–8 and 11)	58%	39%	58%	39%	35%	37%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	100	99	99%	1%	45.92%
Female	51	49	96.08%	3.92%	48.98%
Male	50	49	98.00%	1.00%	42.86%
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	0	0	0%	0%	0%
Hispanic or Latino	22	22	100.00%	0.00%	31.82%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	70	68	97.14%	2.86%	48.53%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	43	42	97.67%	2.33%	38.10%
Students Receiving Migrant Education Services	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students with Disabilities	17	16	94.12%	5.88%	6.25%

Note: ELA test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	100	99	99%	1%	39.39%
Female	52	50	96.15%	3.85%	38.00%
Male	50	49	98.00%	1%	40.82%
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	0	0	0%	0%	0%
Hispanic or Latino	22	22	100.00%	0.00%	36.36%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	71	69	97.18%	2.82%	37.68%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	44	43	97.73%	2.27%	30.23%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	17	16	94.12%	5.88%	0.00%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
Science (grades 5, 8, and high school)	48.84%	34.29%	48.84%	34.29%	30.73%	32.52%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	36	35	97.22%	2.78%	34.29%
Female	14	14	100.00%	0.00%	50.00%
Male	22	21	95.45%	4.55%	23.81%
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	0	0	0%	0%	0%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	28	28	100.00%	0.00%	25.00%
English Learners	0	0	0%	0%	0%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	16	16	100.00%	0.00%	31.25%
Students Receiving Migrant Education Services	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

California Physical Fitness Test Results (School Year 2024–25)

Percentage of Students Participating in each of the five Fitness Components

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

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Opportunities for Parental Involvement (School Year 2025–26)

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

- Newsletters and weekly updates are sent home via email and phone recordings to inform parents of upcoming events and important information.
- The school website is updated and promoted for student and parent communication.
- Bellevue 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 and during Public Board Meetings.
- 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 Bellevue's LCAP and get parent input.
- Teachers conference with parents via the Parent Square app, telephone, written notes, email or in person and help parents with strategies for supporting school work and homework.
- Parents are able to email or communicate via the Parent Square app with 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: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	161	158	27	17.1%
Female	84	82	15	18.3%
Male	77	76	12	15.8%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	37	37	8	21.6%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	12	12	0	0.0%
White	111	108	19	17.6%
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	17	17	3	17.6%
Socioeconomically Disadvantaged	81	79	18	22.8%
Students Receiving Migrant Education Services	--	--	--	--

Student Group	Cumulative Enrollment	Chronic Absenteeism		Chronic Absenteeism Count	Chronic Absenteeism Rate
		Eligible Enrollment	Chronic Absenteeism		
Students with Disabilities	30	30	4	13.3%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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	School	School	District	District	District	State	State	State
	2022–23	2023–24	2024–25	2022–23	2023–24	2024–25	2022–23	2023–24	2024–25
Suspensions	0.55%	1.74%	1.24%	0.55%	1.74%	1.23%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.08%	0.07%	0.06%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.24%	0.00%
Female	0.00%	0.00%
Male	2.60%	0.00%
Non-Binary	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	2.70%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.90%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	2.47%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2025–26)

Comprehensive School Safety Plan is reviewed and approved annually by March 1st of each school year, and can be accessed on our school website at www.mybelleview.org.

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) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	19.00	1	0	0
1	16.00	1	0	0
2	16.00	1	0	0
3	24.00	0	1	0
4	21.00	0	1	0
5	18.00	1	0	0
6	18.00	1	0	0
Other**	0.00	0	0	0

* 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	20.00	1		
1	19.00	1		
2	13.00	1		
3	15.00	1		
4	21.00		1	
5	21.00		1	
6	16.00	1		
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	9.00	1		
1	12.00	1		
2	18.00	1		
3	15.00	1		
4	15.00	1		
5	20.00	1		
6	21.00		1	
Other**				

* 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.

Student Support Services Staff (School Year 2024–25)

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	0.40
Resource Specialist (non-teaching)	
Other**	1.50

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$61278.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$11146.18	\$85291.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44563.00	\$55247.70
Mid-Range Teacher Salary	\$66224.00	\$80745.76
Highest Teacher Salary	\$75573.00	\$109655.38
Average Principal Salary (Elementary)	\$0.00	\$133828.44
Average Principal Salary (Middle)	\$0.00	\$142253.44
Average Principal Salary (High)	\$0.00	--
Superintendent Salary	\$115000.00	\$155953.89
Percent of Budget for Teacher Salaries	27.14%	25.26%
Percent of Budget for Administrative Salaries	8.53%	6.12%

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

