

Bella Vista Elementary 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	Bella Vista Elementary
Street	22661 Old Alturas Rd.
City, State, Zip	Bella Vista, CA 96008-9792
Phone Number	(530) 549-4415
Principal	Bev Armelino
E-mail Address	barmelino@bveagles.com
Web Site	www.bveagles.com
CDS Code	45 69872 6050074

District Contact Information	
District Name	Bella Vista Elementary
Phone Number	(530) 549-4415
Superintendent	Charlie Hoffman
E-mail Address	choffman@atrop.org
Web Site	www.bveagles.com

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

Bella Vista School is located in a rural area just East of Redding. We have a beautiful, large campus providing the perfect atmosphere for learning! We currently have approximately 370 students attending our K-8 school. Our small size allows all students to be known "by name and by need." The teachers target their instruction to meet the needs of the diverse learners in their classrooms. Every grade-level has daily intervention built into the master schedule, and over the last five years the school has made significant academic gains.

Bella Vista School embraces technology in every classroom. All of the classrooms have interactive Smart boards. In addition, every student K-6 student has an iPad and every 7-8 student has a chromebook to use during the school day.

Teachers utilize technology to target student learning in all subject areas and grade levels.

Bella Vista School prides itself in teaching the whole child. The school boasts an outdoor learning pond and school garden. Produce from the garden is served in the school cafeteria. We offer a music program that consists of classroom music, choir and 2 levels of band. We have a full selection of sports teams and an after school program.

Bella Vista is a close community and in many respects, the school serves as a main gathering place. Parents are active in their children's education and school programs are well attended.

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

Grade Level	Number of Students
Kindergarten	37
Grade 1	35
Grade 2	33
Grade 3	42
Grade 4	44
Grade 5	55
Grade 6	38
Grade 7	36
Grade 8	41
Total Enrollment	361

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	4.7
Asian	2.5
Filipino	0.6
Hispanic or Latino	10.8
Native Hawaiian or Pacific Islander	0.3
White	76.2
Two or More Races	3
Socioeconomically Disadvantaged	65.4
English Learners	0.8
Students with Disabilities	7.2
Foster Youth	1.1

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	17	17	20	20
Without Full Credential	1	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	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: January, 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders K-5 Study-Sync 6-8	Yes	0
Mathematics	Go Math! K-5 CPM 6-8	Yes	0
Science	MacMillain / McGraw-Hill California K-5 Glencoe Science 6-8	Yes	0
History-Social Science	Glenco	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The current school facilities were built in 1963. Bella Vista Elementary School also has two preschools on its campus. In 2005, construction of the new gymnasium with two classrooms for Music and PE was completed. The project included a stage, large drop down screen, and sound system, which allows the gymnasium to serve as our Performing Arts Center. In 2007, six classrooms and the administrative building underwent a complete modernization project. This project included the kitchen, cafeteria and the library. In 2013, additional fencing was added. In areas that had 4' fencing it was replaced with 6' fencing. Three out-dated portable classrooms were removed, and a large portion of the school's septic system was replaced. In 2014, renovations were completed in the kitchen, cafeteria and administrative building. The remodeling project improved the functionality of the kitchen as well as the cafeteria. In 2015, physical fitness equipment for the playground was purchased along with with swings to encourage student activity and fitness. In 2016, one half of the school was painted and PBIS signage was added to the playground, common areas, and classrooms.

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: August, 2016				
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			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: August, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: August, 2016				
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)	46	49	46	49	48	48
Mathematics (grades 3-8 and 11)	34	37	34	37	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	256	251	98.05	49
Male	122	120	98.36	31.67
Female	134	131	97.76	64.89
Black or African American	--	--	--	--
American Indian or Alaska Native	11	11	100	54.55
Asian	--	--	--	--
Filipino	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Hispanic or Latino	28	27	96.43	22.22
Native Hawaiian or Pacific Islander	--	--	--	--
White	198	195	98.48	51.28
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	167	164	98.2	38.41
English Learners	--	--	--	--
Students with Disabilities	18	18	100	16.67
Foster Youth	--	--	--	--

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	256	251	98.05	37.45
Male	122	120	98.36	29.17
Female	134	131	97.76	45.04
Black or African American	--	--	--	--
American Indian or Alaska Native	11	11	100	45.45
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	28	27	96.43	11.11
Native Hawaiian or Pacific Islander	--	--	--	--
White	198	195	98.48	41.03
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	167	164	98.2	28.05
English Learners	--	--	--	--
Students with Disabilities	18	18	100	0
Foster Youth	--	--	--	--

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)	64	52	64	52	56	54

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
7	25	33.3	16.7

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)

Parents and the community are very supportive of the education program at Bella Vista Elementary School. Parents can participate in the Parent Club, School Site Council, and various other committees. The parents also volunteer their time to assist teachers and staff on campus. Bella Vista Elementary School has a partnership with the Bella Vista Water District. Please visit the school web site as there is a link to Parent Club's web site. For information on how to become involved, please contact Heidi Schmidt, President, at (530) 549-4415.

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	7.0	7.0	6.9	7.0	7.0	6.9	3.8	3.7	3.6
Expulsions	0.0	0.3	0.0	0.0	0.3	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Bella Vista Elementary School provides a safe, clean environment for students, staff, and volunteers. A team of custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by Bella Vista Elementary School District to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for optimal learning.

The safety of students and staff is a primary concern of Bella Vista Elementary School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and intruder drills are conducted on a regular basis throughout the school year.

A committee consisting of the principal, maintenance director, school secretary, one community member, chief business official, and teachers revises the School Site Safety Plan annually. The School Safety Plan is reviewed and discussed annually with the staff and Site Council.

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	22	1	1		24		2		19	2		
1	20	2			15	2			18	2		
2	23		2		38		2	1	17	2		
3	21	1	1		22		2		21	1	1	
4	27		1		59		1	1	22		2	
5	29		2		36		2	1	28		2	
6	34			4	16	9			16	12		
Other	3	1										

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
Counselor (Social/Behavioral or Career Development)	.25	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.6	N/A
Psychologist	.3	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	1.5	N/A
Resource Specialist	0	N/A
Other	0	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	\$9,327	\$1,896	\$7,431	\$60,187
District	N/A	N/A	\$7,431	\$60,187
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$6,574	\$61,939
Percent Difference: School Site and State	N/A	N/A	13.0	-2.8

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

Types of Services Funded (Fiscal Year 2016-17)

Bella Vista is an AVID Elementary school site devoted to closing the achievement gap and ensuring success for all students. The following specialists are employed to support students: Speech/Language Specialist - Nurse - Special Education Aides - Playground Supervisors - Psychologist - Resource Specialist - Occupational Therapist - and a social / emotional counselor. Music, band, and P.E. are taught by credentialed faculty. In addition, Bella Vista provides daily intervention in language arts and mathematics K-8. Supplemental tutoring services are offered outside of the school day, and technology is utilized daily to support student learning through 1:1 iPads (K-6) and Chromebooks (7-8).

Teacher and Administrative Salaries (Fiscal Year 2015-16)

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

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. Training includes annual AVID Summer Institutes, instructional strategies delivered by the Shasta County Office of Education, participation in collaborative grant opportunities throughout the region which entail a multi-year commitment to ongoing professional development, and workshops both after school and during the school day with the District supported release time. In addition, the District offers four staff development days annually, where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

All training at Bella Vista Elementary School revolves around the District goals. The District goals are set after analyzing student achievement data collected at Bella Vista Elementary.

Teachers align classroom curriculum to ensure that all students either meet or exceed State proficiency levels. The writing and implementation of Bella Vista Elementary School's curriculum is an ongoing process. All teachers participate in AVID Elementary training. 2014-15 all teachers and administrators participated in four days of Capturing Kids' Hearts training. Training in 2015-16 continued to build on the foundation for Capturing Kids' Hearts and included trauma informed teaching strategies. 2016-17 all staff were trained in Year One of PBIS (Positive Behavior Intervention Support) and Mental Health Checkup Training in order to better support students' emotional needs.

Teachers are supported through collaborative meetings that occur every Monday. This time is used to analyze student data to inform teaching practices and participate in professional development to increase teacher effectiveness. In addition, teachers are supported through regular communication with the principal regarding classroom walk-thru data.