

Bella Vista Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.

Renaë Burson, Principal

Principal, Bella Vista Elementary

About Our School

I want to welcome you to Bella Vista Elementary School. Our 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 365 students attending our K-8 school. Our 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 a daily intervention built into the schedule. Over the last five years, the school has made significant academic gains.

Bella Vista School embraces technology in the classroom. All of the classrooms have interactive Smart boards. In addition, every student K-8 has an iPad to use during the school day. Teachers utilize the 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 offer a STEM (Science, Technology, Engineering, Mathematics) elective to our 6-8 grade students. 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.

Contact

Bella Vista Elementary
22661 Old Alturas Rd.
Bella Vista, CA 96008-9792

Phone: 530-549-4415
E-mail: rburson@shastalink.k12.ca.us

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Bella Vista Elementary
Phone Number	(530) 549-4415
Superintendent	Charlie Hoffman
E-mail Address	choffman@strop.org
Web Site	http://www.bveagles.com

School Contact Information - Most Recent Year	
School Name	Bella Vista Elementary
Street	22661 Old Alturas Rd.
City, State, Zip	Bella Vista, Ca, 96008-9792
Phone Number	530-549-4415
Principal	Renae Burson, Principal
E-mail Address	rburson@shastalink.k12.ca.us
Web Site	http://www.bveagles.com
County-District-School (CDS) Code	45698726050074

Last updated: 2/1/2016

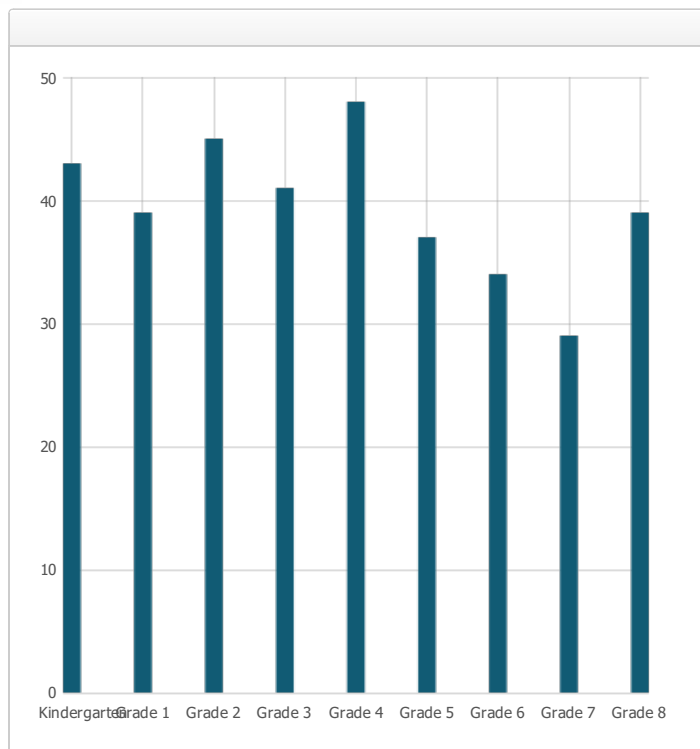
School Description and Mission Statement - Most Recent Year

To ensure that all students meet or exceed grade level standards as well as develop self-worth and social responsibility within a safe, healthy, and nurturing school environment that requires students to think, solve problems, and be creative. We will achieve this through a comprehensive support system, professional collaboration, and strong values of TEACHING EVERY CHILD EVERY DAY.

Last updated: 2/1/2016

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	43
Grade 1	39
Grade 2	45
Grade 3	41
Grade 4	48
Grade 5	37
Grade 6	34
Grade 7	29
Grade 8	39
Total Enrollment	355



Last updated: 2/1/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.4 %
American Indian or Alaska Native	4.5 %
Asian	1.4 %
Filipino	0.8 %
Hispanic or Latino	8.5 %
Native Hawaiian or Pacific Islander	0.6 %
White	80.0 %
Two or More Races	2.5 %
Socioeconomically Disadvantaged	65.1 %
English Learners	0.6 %
Students with Disabilities	7.3 %
Foster Youth	0.3 %

Last updated: 2/1/2016

A. Conditions of Learning

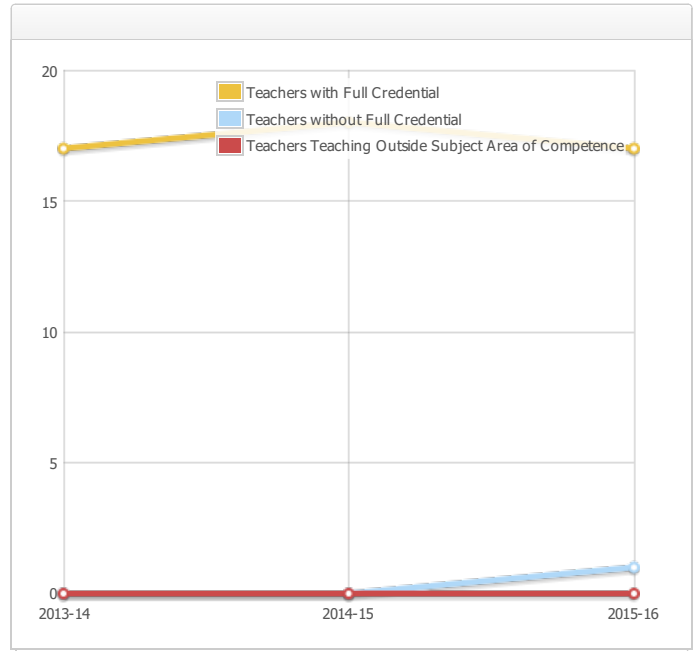
State Priority: Basic

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

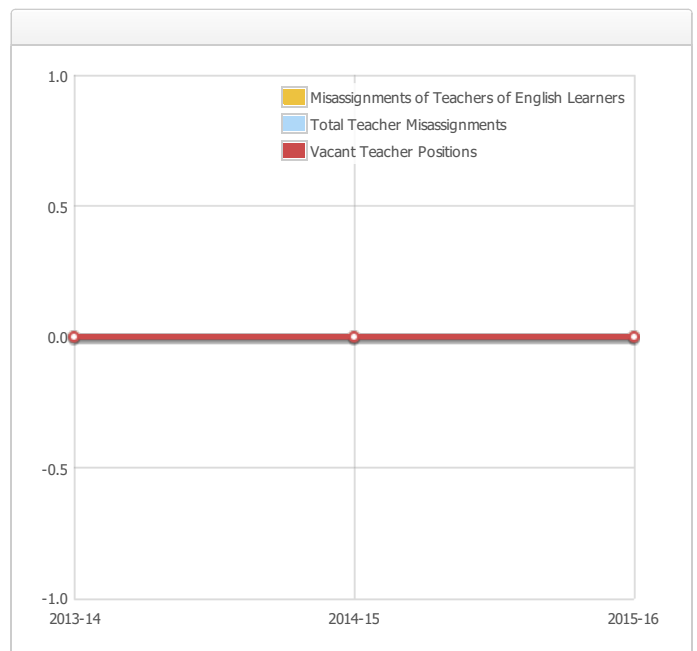
Teachers	School		District	
	2013-14	2014-15	2015-16	2015-16
With Full Credential	17	18	17	17
Without Full Credential	0	0	1	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 2/1/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

Last updated: 2/1/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: January 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Treasures	Yes	0.0 %
Mathematics	Math Expressions K-5 CPM 6-8	Yes	0.0 %
Science	Macmillan/McGraw-Hill California Science K-5 Glencoe Science 6-8	Yes	0.0 %
History-Social Science	Glencoe	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

Last updated: 2/1/2016

School Facility Conditions and Planned Improvements - Most Recent Year

The current school facilities were built in 1963. Bella Vista Elementary School also has a pre-school on site. 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. 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 and cafeteria.

In 2015, physical fitness equipment for the playground was purchased along with with swings to encourage student activity and fitness.

Last updated: 2/1/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: February 2016

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 - Most Recent Year

Year and month in which data were collected: February 2016

Overall Rating	Good
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Last updated: 2/1/2016

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	39.0%	39.0%	44.0%
Mathematics (grades 3-8 and 11)	37.0%	37.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/1/2016

CAASPP Assessment Results - English Language Arts (ELA)**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	45	43	95.6%	30.0%	23.0%	33.0%	14.0%
Male	45	20	44.4%	35.0%	25.0%	30.0%	10.0%
Female	45	23	51.1%	26.0%	22.0%	35.0%	17.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	45	1	2.2%	--	--	--	--
Asian	45	2	4.4%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	45	3	6.7%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	45	37	82.2%	27.0%	22.0%	35.0%	16.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	45	30	66.7%	40.0%	27.0%	20.0%	13.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	45	3	6.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/1/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	51	50	98.0%	44.0%	20.0%	18.0%	18.0%
Male	51	25	49.0%	52.0%	16.0%	24.0%	8.0%
Female	51	25	49.0%	36.0%	24.0%	12.0%	28.0%
Black or African American	51	1	2.0%	--	--	--	--
American Indian or Alaska Native	51	5	9.8%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	51	1	2.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	51	42	82.4%	48.0%	19.0%	17.0%	17.0%
Two or More Races	51	1	2.0%	--	--	--	--
Socioeconomically Disadvantaged	51	35	68.6%	49.0%	23.0%	14.0%	14.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	51	4	7.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/1/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	39	38	97.4%	37.0%	21.0%	29.0%	13.0%
Male	39	14	35.9%	64.0%	14.0%	14.0%	7.0%
Female	39	24	61.5%	21.0%	25.0%	38.0%	17.0%
Black or African American	39	1	2.6%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	39	4	10.3%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	39	31	79.5%	39.0%	19.0%	26.0%	16.0%
Two or More Races	39	2	5.1%	--	--	--	--
Socioeconomically Disadvantaged	39	25	64.1%	40.0%	20.0%	36.0%	4.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	39	3	7.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 4 = Standard exceeded

Last updated: 2/1/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	34	34	100.0%	32.0%	47.0%	15.0%	6.0%
Male	34	17	50.0%	41.0%	47.0%	12.0%	0.0%
Female	34	17	50.0%	24.0%	47.0%	18.0%	12.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	34	3	8.8%	--	--	--	--
Asian	34	1	2.9%	--	--	--	--
Filipino	34	1	2.9%	--	--	--	--
Hispanic or Latino	34	4	11.8%	--	--	--	--
Native Hawaiian or Pacific Islander	34	1	2.9%	--	--	--	--
White	34	22	64.7%	27.0%	50.0%	23.0%	0.0%
Two or More Races	34	2	5.9%	--	--	--	--
Socioeconomically Disadvantaged	34	21	61.8%	38.0%	48.0%	14.0%	0.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	34	3	8.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/1/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	30	29	96.7%	31.0%	31.0%	34.0%	3.0%
Male	30	14	46.7%	57.0%	29.0%	14.0%	0.0%
Female	30	15	50.0%	7.0%	33.0%	53.0%	7.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	30	1	3.3%	--	--	--	--
Asian	30	1	3.3%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	30	3	10.0%	--	--	--	--
Native Hawaiian or Pacific Islander	30	1	3.3%	--	--	--	--
White	30	23	76.7%	26.0%	35.0%	35.0%	4.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	30	20	66.7%	45.0%	30.0%	20.0%	5.0%
English Learners	30	1	3.3%	--	--	--	--
Students with Disabilities	30	3	10.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/1/2016

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	42	42	100.0%	19.0%	33.0%	33.0%	12.0%
Male	42	18	42.9%	39.0%	22.0%	22.0%	17.0%
Female	42	24	57.1%	4.0%	42.0%	42.0%	8.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	42	1	2.4%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	42	1	2.4%	--	--	--	--
Hispanic or Latino	42	5	11.9%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	42	32	76.2%	19.0%	28.0%	38.0%	13.0%
Two or More Races	42	3	7.1%	--	--	--	--
Socioeconomically Disadvantaged	42	25	59.5%	20.0%	36.0%	24.0%	16.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	42	2	4.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/1/2016

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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Last updated: 2/1/2016

CAASPP Assessment Results - Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	45	43	95.6%	19.0%	16.0%	40.0%	26.0%
Male	45	20	44.4%	15.0%	10.0%	60.0%	15.0%
Female	45	23	51.1%	22.0%	22.0%	22.0%	35.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	45	1	2.2%	--	--	--	--
Asian	45	2	4.4%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	45	3	6.7%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	45	37	82.2%	16.0%	19.0%	35.0%	30.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	45	30	66.7%	23.0%	20.0%	37.0%	20.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	45	3	6.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/1/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	51	50	98.0%	28.0%	34.0%	26.0%	12.0%
Male	51	25	49.0%	36.0%	28.0%	20.0%	16.0%
Female	51	25	49.0%	20.0%	40.0%	32.0%	8.0%
Black or African American	51	1	2.0%	--	--	--	--
American Indian or Alaska Native	51	5	9.8%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	51	1	2.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	51	42	82.4%	26.0%	38.0%	24.0%	12.0%
Two or More Races	51	1	2.0%	--	--	--	--
Socioeconomically Disadvantaged	51	35	68.6%	37.0%	29.0%	23.0%	11.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	51	4	7.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/1/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	39	38	97.4%	47.0%	29.0%	18.0%	5.0%
Male	39	14	35.9%	57.0%	29.0%	14.0%	0.0%
Female	39	24	61.5%	42.0%	29.0%	21.0%	8.0%
Black or African American	39	1	2.6%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	39	4	10.3%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	39	31	79.5%	48.0%	32.0%	16.0%	3.0%
Two or More Races	39	2	5.1%	--	--	--	--
Socioeconomically Disadvantaged	39	25	64.1%	56.0%	20.0%	16.0%	8.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	39	3	7.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/1/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	34	34	100.0%	35.0%	41.0%	21.0%	3.0%
Male	34	17	50.0%	47.0%	29.0%	24.0%	0.0%
Female	34	17	50.0%	24.0%	53.0%	18.0%	6.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	34	3	8.8%	--	--	--	--
Asian	34	1	2.9%	--	--	--	--
Filipino	34	1	2.9%	--	--	--	--
Hispanic or Latino	34	4	11.8%	--	--	--	--
Native Hawaiian or Pacific Islander	34	1	2.9%	--	--	--	--
White	34	22	64.7%	18.0%	55.0%	27.0%	0.0%
Two or More Races	34	2	5.9%	--	--	--	--
Socioeconomically Disadvantaged	34	21	61.8%	52.0%	29.0%	19.0%	0.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	34	3	8.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/1/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	30	29	96.7%	21.0%	55.0%	17.0%	7.0%
Male	30	14	46.7%	36.0%	57.0%	0.0%	7.0%
Female	30	15	50.0%	7.0%	53.0%	33.0%	7.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	30	1	3.3%	--	--	--	--
Asian	30	1	3.3%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	30	3	10.0%	--	--	--	--
Native Hawaiian or Pacific Islander	30	1	3.3%	--	--	--	--
White	30	23	76.7%	17.0%	57.0%	17.0%	9.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	30	20	66.7%	30.0%	60.0%	5.0%	5.0%
English Learners	30	1	3.3%	--	--	--	--
Students with Disabilities	30	3	10.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/1/2016

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	42	41	97.6%	32.0%	32.0%	17.0%	20.0%
Male	42	18	42.9%	50.0%	22.0%	6.0%	22.0%
Female	42	23	54.8%	17.0%	39.0%	26.0%	17.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	42	1	2.4%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	42	1	2.4%	--	--	--	--
Hispanic or Latino	42	5	11.9%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	42	31	73.8%	26.0%	39.0%	13.0%	23.0%
Two or More Races	42	3	7.1%	--	--	--	--
Socioeconomically Disadvantaged	42	24	57.1%	42.0%	29.0%	17.0%	13.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	42	1	2.4%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/1/2016

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/1/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	70.0%	74.0%	64.0%	70.0%	74.0%	64.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/1/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	64.0%
All Students at the School	64.0%
Male	62.0%
Female	65.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
White	61.0%
Two or More Races	--
Socioeconomically Disadvantaged	57.0%
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/1/2016

Career Technical Education Programs (School Year 2014-15)

N/A

*Last updated: 2/1/2016***Career Technical Education Participation (School Year 2014-15)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 2/1/2016***Courses for University of California and/or California State University Admission**

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

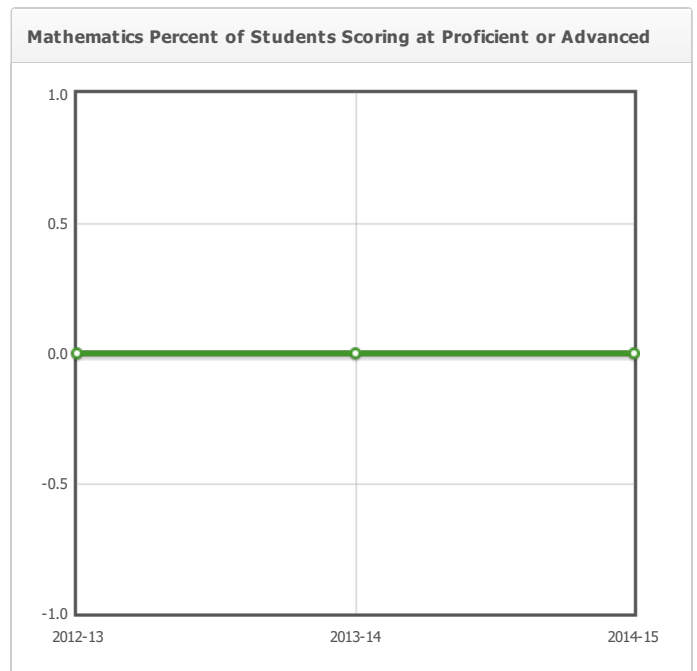
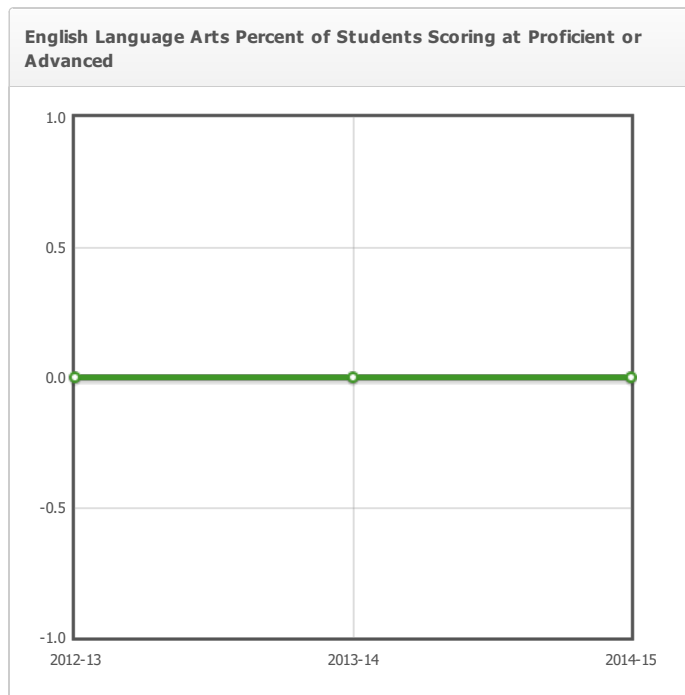
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	57.0%	56.0%	58.0%
Mathematics	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	60.0%	62.0%	59.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 2/1/2016

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if**applicable)**

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	--	--	--	--	--	--
All Students at the School	--	--	--	--	--	--
Male	--	--	--	--	--	--
Female	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--
Asian	--	--	--	--	--	--
Filipino	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--
English Learners	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/1/2016

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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.

Last updated: 2/1/2016

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 - Most Recent Year

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: Pupil Engagement

Last updated: 2/1/2016

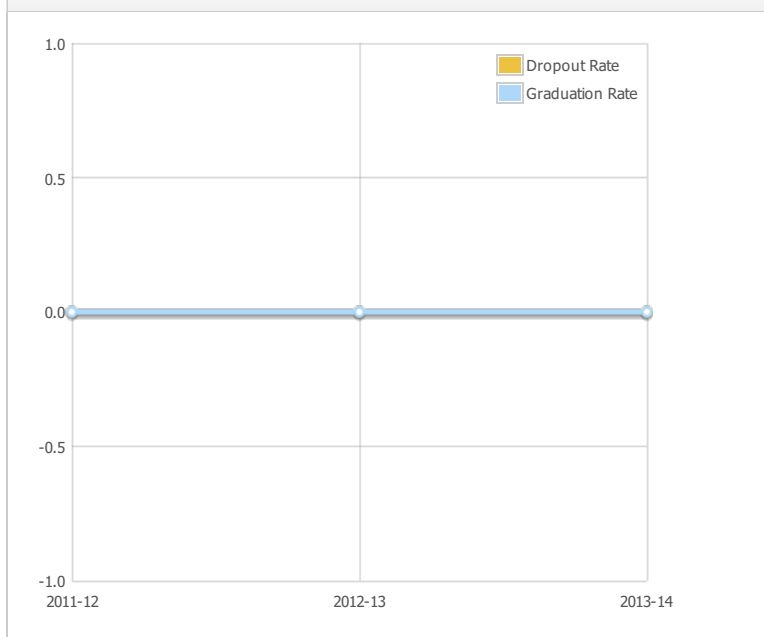
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	0.00	0.00	0.00				78.87	80.44	80.95

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 2/1/2016

Completion of High School Graduation Requirements

Student Group	Graduating Class of 2014		
	School	District	State
All Students	--	70	84
Black or African American	--	62	76
American Indian or Alaska Native	--	64	78
Asian	--	79	92
Filipino	--	90	96
Hispanic or Latino	--	72	81
Native Hawaiian or Pacific Islander	--	59	83
White	--	72	89
Two or More Races	--	74	82
Socioeconomically Disadvantaged	--	69	81
English Learners	--	38	50
Students with Disabilities	--	43	61
Foster Youth	--	--	--

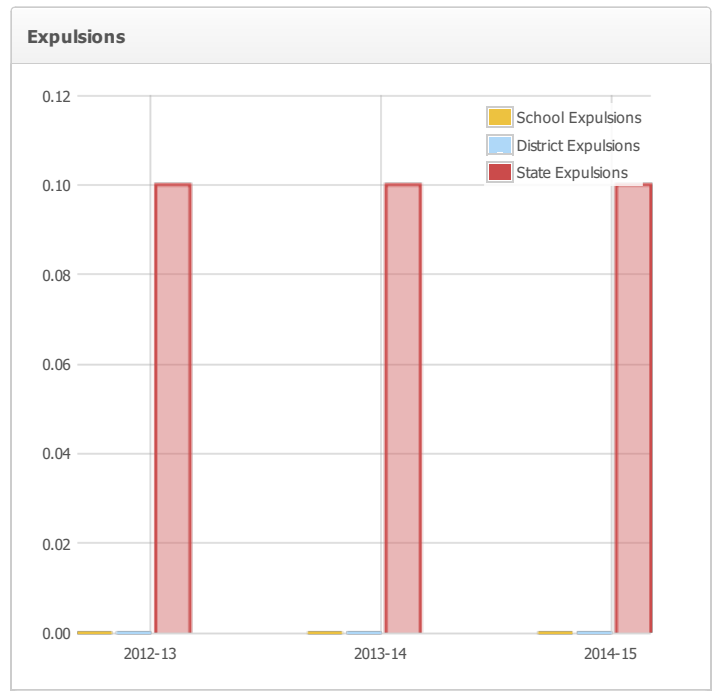
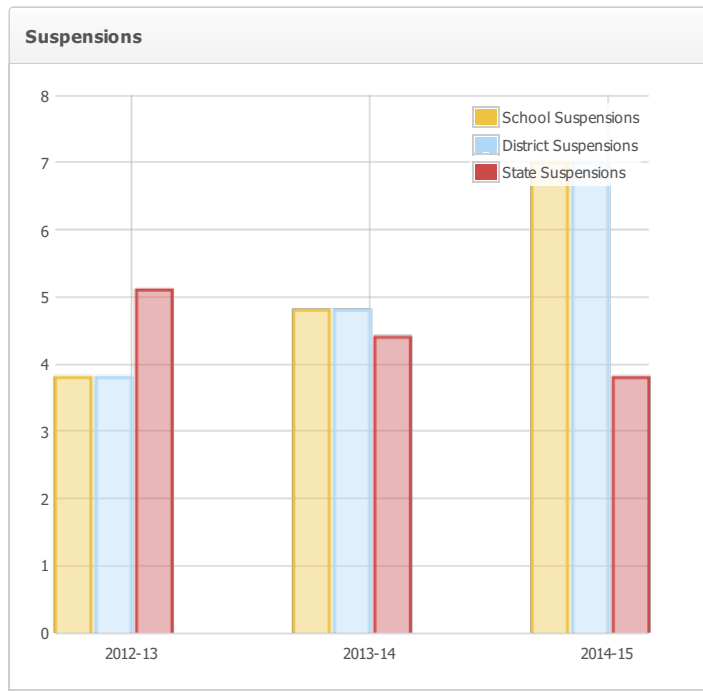
State Priority: School Climate

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	3.8	4.8	7.0	3.8	4.8	7.0	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 2/1/2016

School Safety Plan - Most Recent Year

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 good learning.

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 and disaster 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 was last reviewed, updated, and discussed with school faculty in February 2016.

Last updated: 2/1/2016

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate	Yes	Yes	
Met Graduation Rate	N/A	N/A	

Last updated: 2/1/2016

Federal Intervention Program (School Year 2015-16)

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	0.0%

Note: Cells with NA values do not require data.

Last updated: 2/1/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24.0		2		14.0	3			22.0	1	1	
1	20.0	2			22.0		2		20.0	2		
2	28.0		1		19.0	2			23.0		2	
3	28.0		2		27.0		1		21.0	1	1	
4	30.0		1		27.0		2		27.0		1	
5	29.0		1		23.0	3	8		29.0		2	
6	17.0	13			21.0	6	6		34.0			4
Other									3.0	1		

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

Last updated: 2/1/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26.0	2	2	2	24.0	1	1	1	23.0	2	1	
Mathematics	25.0		2		21.0	3	1		22.0	2	1	
Science	28.0	1	1	1	18.0	3	1		22.0	2	1	
Social Science	27.0	1	1	1	24.0	2	1		22.0	2	1	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 2/1/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	0.6	N/A
Psychologist	0.3	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)		N/A
Other		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.

Last updated: 2/1/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8121.1	\$282.2	\$7838.9	\$56598.6
District	N/A	N/A	\$7838.9	--
Percent Difference – School Site and District	N/A	N/A	0.0%	0.0%
State	N/A	N/A	\$5348.0	\$59180.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 2/5/2016

Types of Services Funded (Fiscal Year 2014-15)

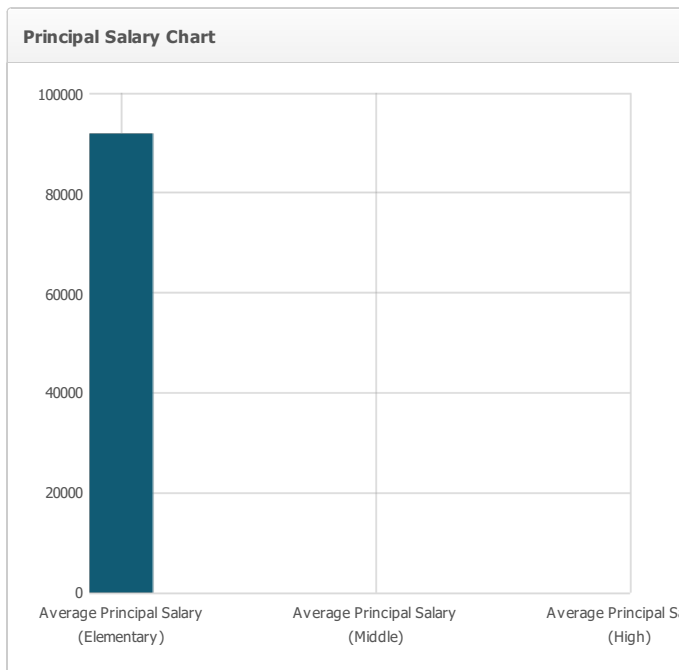
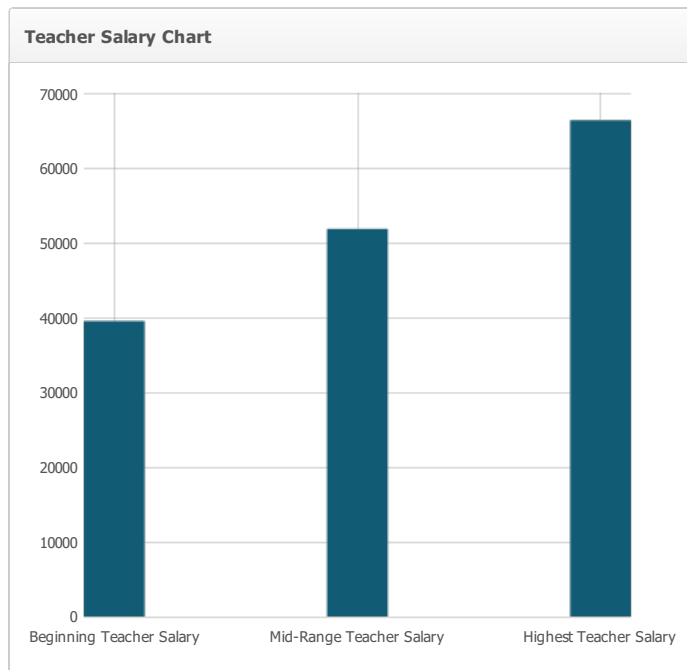
Bella Vista provides daily intervention in language arts and mathematics. Supplemental tutoring services are offered outside of the school day. Technology is utilized to support student learning through 1:1 iPads. P.E., music, and band are taught by credentialed faculty. A popular STEM elective is offered in middle school. 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

Last updated: 2/5/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,505	\$39,948
Mid-Range Teacher Salary	\$51,834	\$57,401
Highest Teacher Salary	\$66,352	\$73,183
Average Principal Salary (Elementary)	\$91,910	\$94,578
Average Principal Salary (Middle)	--	\$97,400
Average Principal Salary (High)	--	--
Superintendent Salary	\$33,229	\$112,657
Percent of Budget for Teacher Salaries	31.0%	35.0%
Percent of Budget for Administrative Salaries	10.0%	7.0%

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



Last updated: 2/5/2016

Professional Development – Most Recent Three Years

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. Trainings include AVID Summer Institutes, summer trainings on 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 supporting release time. In addition, the District offers three 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

both the local and state level. 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 trainings. In 2014-15, all teachers and administrators participated in four days of Capturing Kids' Hearts training. Training in 2015-16 builds on the foundation for Capturing Kids' Hearts and includes trauma informed teaching strategies.

Teachers are supported through collaborative meetings that occur every Monday allowing time to analyze student data and develop teaching plans to meet the needs of the students. In addition, teachers are supported through regular communication with the principal regarding classroom walk-thru data.

Last updated: 2/4/2016