

Bella Vista Elementary

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

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

School Contact Information (School Year 2019-20)

Entity	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
Email Address	barmelino@bveagles.com
Website	www.bveagles.com
County-District-School (CDS) Code	45 69872 6050074

Entity	Contact Information
District Name	Bella Vista Elementary
Phone Number	(530) 549-4415
Superintendent	Charlie Hoffman
Email Address	choffman@atrop.org
Website	www.bveagles.com

School Description and Mission Statement (School Year 2019-20)

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 350 students attending our TK-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 Bella Vista School has made significant academic gains over the past seven years the school.

Bella Vista School embraces technology in every classroom. All of the classrooms have interactive Smart boards. In addition, every student K-2 student has an iPad and every 3-8 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 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 2018-19)

Grade Level	Number of Students
Kindergarten	47
Grade 1	34
Grade 2	31
Grade 3	37
Grade 4	36
Grade 5	39
Grade 6	50
Grade 7	49
Grade 8	40
Total Enrollment	363

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	3.6
Asian	1.9
Filipino	0.3
Hispanic or Latino	10.7
White	78
Two or More Races	5
Socioeconomically Disadvantaged	62
English Learners	0.8
Students with Disabilities	10.7
Foster Youth	0.8
Homeless	5.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	20	19.5	19.5	19.5
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: January 2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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	Glencoe	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.

In 2017, the other half of the school was painted, updated fencing replaced chain link fencing in the front of the school, and window tinting film was applied to classroom windows.

In 2018, drainage was added to alleviate the flooding of classrooms, and the garage was refurbished with new siding, paint, and signage.

In 2019, the playground and parking lot were resurfaced and restriped, the gym floor was stripped and rewaxed in July and December, new siding and trim was added to the preschool buildings, and the air conditioners on the gym roof had protective structures built over them to keep pigeons out of the units.

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

Year and month of the most recent FIT report: September 2019

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	Air filters were replaced
Structural: Structural Damage, Roofs	Good	New seal on gym floor
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Playgrounds were resealed and restriped this past summer.
Overall Rating	Good	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	52	53	52	53	50	50
Mathematics (grades 3-8 and 11)	42	42	42	42	38	39

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	244	234	95.90	4.10	53.42
Male	118	113	95.76	4.24	30.97
Female	126	121	96.03	3.97	74.38
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	22	22	100.00	0.00	45.45
Native Hawaiian or Pacific Islander					
White	198	189	95.45	4.55	55.56

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	151	147	97.35	2.65	46.94
English Learners	--	--	--	--	--
Students with Disabilities	28	24	85.71	14.29	0.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	13	11	84.62	15.38	45.45

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	244	234	95.90	4.10	41.88
Male	118	113	95.76	4.24	28.32
Female	126	121	96.03	3.97	54.55
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	22	22	100.00	0.00	31.82
Native Hawaiian or Pacific Islander					
White	198	189	95.45	4.55	43.92
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	151	147	97.35	2.65	38.10
English Learners	--	--	--	--	--
Students with Disabilities	28	24	85.71	14.29	4.17
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	13	11	84.62	15.38	63.64

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	25.0	50.0	22.5
7	19.1	57.4	19.1

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 school site.

Opportunities for Parental Involvement (School Year 2019-20)

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. Please visit the school web site as there is a link to Parent Club's website. For information on how to become involved with Parent Club, please contact Chyla Gardner, 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	6.9	4.9	6.3	6.9	4.9	6.3	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	19	2			21	1	1		20	2	1	
1	18	2			11	3			20	1		
2	17	2			18	2			25		1	
3	21	1	1		18	2			22		2	
4	22		2		22		1		24		1	
5	28		2		27		2		24		2	
6	16	12			20	6	13		24	1	10	
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.6
Psychologist	.3
Social Worker	0
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	0
Other	1

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,458	\$2,707	\$8,751	\$62927
District	N/A	N/A	\$8,751	\$62927
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,506.64	\$64,941.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and State	N/A	N/A	15.3	-3.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Bella Vista is an AVID Elementary school site devoted to closing the achievement gap and ensuing success for all students. The following specialists are employed to support students: Speech/Language Specialist - Nurse - Special Education Aides - Playground Supervisors - Psychologist - 2 Resource Specialists - Occupational Therapist - a behaviorist 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-2) and Chromebooks (3-8).

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44886	\$45,252
Mid-Range Teacher Salary	\$52055	\$65,210
Highest Teacher Salary	\$70674	\$84,472
Average Principal Salary (Elementary)	\$101490	\$107,614
Average Principal Salary (Middle)	\$101490	\$112,242
Average Principal Salary (High)	N/A	N/A
Superintendent Salary	\$42276	\$124,686
Percent of Budget for Teacher Salaries	35%	31%
Percent of Budget for Administrative Salaries	7%	7%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	30	25	

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 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. 2017-18 all teachers attended a Capturing Kid's Hearts 2 Training and PBIS Year 2. In 2018-19 teachers and support staff attended Peaceful Playgrounds workshops, PBIS, Fred Jones Classroom Management, Capturing Kids Hearts, AVID Summer Institute, and PD Institutes offered by the County Office of Education.

Teachers are supported through collaboration 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 from the principal regarding classroom walk-thru data.