

Bellevue Elementary School

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	Bellevue Elementary School
Street	22736 Kuien Mill Road
City, State, Zip	Sonoma, Ca, 95370
Phone Number	209-586-5510
Principal	Ms. Carla J. Haakma
Email Address	chaakma@mybellevue.org
Website	http://www.bellevue.k12.ca.us
County-District-School (CDS) Code	55723066114532

Entity	Contact Information
District Name	Bellevue School District
Phone Number	(209) 586-5510 x323
Superintendent	Carla J. Haakma
Email Address	chaakma@mybellevue.org
Website	http://www.bellevue.k12.ca.us

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

About Our School

The Bellevue School District is committed to providing a successful school experience for all students. We value and challenge students and provide opportunities for a successful experience. Instruction is based on the Common Core State Standards adopted by the State of California. At Bellevue Elementary our students' success is at the center of all we do.

BELLEVUE SCHOOL DISTRICT DESCRIPTION

Bellevue School District is a rural, single-school district nestled in a beautiful mountain setting on the west slope of the Sierra Nevada Foothills. Bellevue Elementary School, often referred to as "The Jewel of the Sierra," is a wonderful place to learn. The district serves approximately 205 students in grades Preschool through 8th grade. Bellevue benefits from a very supportive community and strong parent involvement working together to ensure the success of all students. The Bellevue staff provide an excellent opportunity for students to learn. In this small school setting, teachers know their students well and that students experience and optimal learning environment while at Bellevue .

The district employs outstanding educators devoted to teaching students the Common Core State Standards. All of Bellevue's teachers meet the Highly Qualified definition of No Child Left Behind. Teachers participate in staff development activities and collaborate on minimum days to promote school-wide planning and articulation between grade levels. The Common Core State Standards have been fully implemented. Math curriculum aligned with the CCSS was formally adopted in 2014-15, ELA curriculum aligned with the CCSS was adopted in 2016-2017, Social Studies curriculum was adopted in 2018-19 and Science is being piloted and adopted in 2019-20. Bellevue staff worked together to implement the new standards and many staff members became mentors in the county on the integration of Common Core concepts in the the classroom and participated in STEM tracks. A team is being trained this year in the Next Generation Science Standards (NGSS) and the Science Test will be administered with CAASPP this Spring.

Bellevue has professional classified staff members working in the preschool, classrooms, library, office, cafeteria, playground, After School Program, and in maintenance, operations and transportation. All staff work together towards a common goal of ensuring Bellevue students reach their maximum potential. Bellevue Elementary School is proud to offer the following programs: Preschool, small class sizes, self-contained classrooms, Character Education, Responsive Classroom, PBIS, after school sports, Student Council, and a quality After School Program. All of the Bellevue Elementary School classrooms have iPads or Chrome Books 1:1 for every student. Technology is incorporated into all aspects of the curriculum and classrooms are equipped with DocuCams, projectors and Apple TVs.

BELLEVUE SCHOOL DISTRICT VISION STATEMENT:

"The Bellevue School Community will promote academic excellence and build positive character."

BELLEVUE SCHOOL DISTRICT MISSION STATEMENT:

"Bellevue will ensure that all students have meaningful learning experiences, empowering them to succeed in an ever-changing world!"

CORE VALUES:

Bellevue Eagles will demonstrate...

- Respect
- Responsibility
- Integrity
- Teamwork
- High Expectations
- Positive Attitude
- Perseverance
- Consideration
- Resiliency
- Fun

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	22
Grade 1	21
Grade 2	21
Grade 3	16
Grade 4	12
Grade 5	18
Grade 6	19
Grade 7	17
Grade 8	12
Total Enrollment	158

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	1.9
Filipino	0.6
Hispanic or Latino	20.3
Native Hawaiian or Pacific Islander	1.3
White	68.4
Two or More Races	7.6
Socioeconomically Disadvantaged	59.5
English Learners	1.3
Students with Disabilities	19
Foster Youth	3.2
Homeless	5.1

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	10	10	11	11
Without Full Credential	0	0	1	1
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: September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Literacy (K-5) & McGraw Hill (6-8) Adopted 2015/16	Yes	0.0
Mathematics	Eureka Math & Big Ideas Adopted 2014/15	Yes	0.0
Science	Prentice Hall adopted 2008 and Piloting Amplify and Inspire 2019-2020	Yes	0.0
History-Social Science	Pearson Adopted 2018/19	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Conditions -- General Information

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument. The school facility is in overall good repair.

Maintenance and Repair:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. During the summer of 2014, the carpet in the school office and library were replaced and some of the older HVAC units were replaced. Trees have been removed, buildings painted, brick work completed, septic system and roof repaired, and a playground remodeling project was completed. During the summer of 2016, a new playground was installed, the primary wing was painted and had new carpet and linoleum installed. A retaining wall was replaced in the Spring of 2016 to repair damage caused from the winter storm and the pavement was excavated and replaced due to tree root damage. Fencing was removed in some areas to open up to make the new playground more accessible and fencing was installed in some areas for safety reasons. Trees were removed that were causing damage to the pavement. Dead trees that were a safety risk were removed by the County in Winter 2016 and 2017. Plumbing repairs and replacement of drinking fountains have been installed. During the Fall of 2016, an energy audit was completed and plan developed to utilize the Prop 39 funds to upgrade lighting and HVAC units on campus. All HVAC and LED lighting was installed with Prop 39 funds in 2016-17 and will continue with additional Prop 39 funds allocated in 2017-18. A new roof, a bike path on the primary playground and additional fencing was installed in the summer of 2017. A new classroom was added in the summer of 2017 with State-of-the-art technology. In the summer of 2018, bathrooms were remodeled, drainage/irrigation on the field was improved upon, a roof was installed on the gray building, flooring was replaced in 2 classrooms and wood rot repair and other general maintenance of the facility and campus was performed. In the summer of 2019, all portables had dry rot repair and were painted. Two additional classrooms were added due to an increase in enrollment. New flooring was installed in three classrooms. Roof and deck repair, and a new awning were installed on the "gray building" - teacher's workroom and lounge. The trim was re-painted in the cafeteria and a mural was added as the 8th grade project. In addition there were plumbing and HVAC repairs completed, repaving of blacktop on the upper basketball courts and re-striping in the parking lot.

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: November 2018

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 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)	45	34	45	34	50	50
Mathematics (grades 3-8 and 11)	21	21	21	21	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	86	85	98.84	1.16	34.12
Male	38	37	97.37	2.63	29.73
Female	48	48	100.00	0.00	37.50
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	18	17	94.44	5.56	35.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	58	58	100.00	0.00	36.21

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	49	48	97.96	2.04	22.92
English Learners	--	--	--	--	--
Students with Disabilities	16	16	100.00	0.00	18.75
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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	86	85	98.84	1.16	21.18
Male	38	37	97.37	2.63	24.32
Female	48	48	100.00	0.00	18.75
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	18	17	94.44	5.56	5.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	58	58	100.00	0.00	25.86
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	49	48	97.96	2.04	8.33
English Learners	--	--	--	--	--
Students with Disabilities	16	16	100.00	0.00	0.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	--	--	--	--	--

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	33.3		26.7
7	23.5	23.5	35.3

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)

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

- Newsletters are sent home to inform parents of upcoming events and important information.
- The school website is updated and promoted for student and parent communication.
- Bellevue hosts a Back To School Night at the beginning of the school year as an opportunity for parents to meet their child's teacher and receive information about classroom routines/expectations and grade level curriculum.
- Parents are welcome in the school and are actively pursued for volunteering. Several events are scheduled during the school year where parents have the opportunity to be involved and participate. Examples of such events include the Harvest Festival, Jog-a-thon, Plays & Performances, Bagel Day, Turkey Trot, School Dances, the Robotics Challenge, and many other fun activities, events and celebrations.
- Parents are encouraged to participate in committees such as School Site Council and the Parent Club.
- Stakeholder input is sought for the development of the LCAP. Parent surveys are administered and analyzed to get input on school goals, activities and climate. The parent advisory group met throughout the school year to design the surveys, and ultimately make a recommendation to the Board for the development of the LCAP. An LCAP Community Forum has been held every year since 2015/16 to provide an overview of Bellevue's LCAP and get parent input.
- Teachers conference with parents via telephone, written notes, email or in person and help parents with strategies for supporting school work and homework.
- Parents are able to email their child's teacher for clarification on issues pertaining to their child.
- Parents are provided report cards at the end of each trimester that details their child's academic progress for the school year.
- Parents receive automated phone messages and emails via "School Messenger" reminding them of important upcoming events, minimum days, important deadlines or school safety concerns, etc..

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	3.0	4.7	2.8	3.0	4.7	2.8	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)

The Bellevue School District maintains a Districtwide Comprehensive Safety Plan and a NIMS/SEMS (National Incident Management System) Plan. Both plans are reviewed annually and revisions are made as needed. A copy of the Districtwide Comprehensive Safety Plan is available for review in the Bellevue School office. The Governing Board annually reviews changes to Districtwide Comprehensive Safety Plan at the February Board Meeting.

The district provided safety training for staff, including: CPR/First Aid training; new employee training and all custodial staff attend a yearly safety training provided by the Tuolumne JPA. Staff is trained annually on Mandated Reporter's, Harassment, Blood Born Pathogens, Pesticide and biannually for First Aid/CPR. Belleview's School Site Crisis Team received training on the Incident Command System, NIMS/SEMS Plan, staff responsibilities during a crisis, and active shooter response. Representatives from the Tuolumne County Sheriff's Department, the Sonora Police Department and Tuolumne County Superintendent of Schools Office presented an ALICE training for all staff which provides proactive strategies to respond to an intruder on campus in 2013. An Active Shooter Training was provided to all staff in 2018-19 and to the entire student body grades K-8 in 2019-2020.

Safety drills are conducted monthly, throughout the year including: bus evacuation, fire drills, an earthquake drill, and an intruder/lock-down drill. The Belleview Elementary School campus has surveillance cameras at various locations on campus and in all buses.

Administration attends Safety Training annually provided by the County Office of Education, and meets quarterly with County Superintendents and County Law Enforcement in regards to Critical Incidents county-wide.

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

D. Other SARC Information

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	1			23		1		22		1	
1	21		1		21		1		21		1	
2					18	1			21		1	
3	22		1									
4	22		1		18	2			16	1	1	
5	14	2			25		1		23		1	
6	24	2	3		17	1			19	3		
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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0

*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.

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	12,497	2,815	9,682	56,448
District	N/A	N/A	9,682	56,448
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
Percent Difference - School Site and State	N/A	N/A	30.4	-11.3

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)

The Bellevue School District offers:

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

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$	\$45,252
Mid-Range Teacher Salary	\$	\$65,210
Highest Teacher Salary	\$	\$84,472
Average Principal Salary (Elementary)	\$	\$107,614
Average Principal Salary (Middle)	\$	\$112,242
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$	\$124,686
Percent of Budget for Teacher Salaries	34%	31%
Percent of Budget for Administrative Salaries	13%	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	3	3	3

A Leadership Team was established that met regularly and facilitated the adoption of a new Vision/Mission Statement & Core Values. The primary area of focus for staff development is on the implementation of the Common Core State Standards. The focus includes the California Mathematics & ELA Common Core State Standards. Last year, the district adopted its ELA curriculum (Benchmark and Study Sync). Professional development for the CAASPP Interim and Summative Assessments is provided. A team of teachers serves on the NGSS Implementation Team and a Math Collaborative and meets regularly with the County. Teachers in grades 5-8 are implementing the Get More Math Program and participate in training for implementation. A Webinar Training was provided to teachers for the Renaissance Reading/Math STAR 360 Program. This year, the school has worked on building a positive school culture and PD has been provided for Responsive Classroom, Trauma Informed Practices and PBIS. Belleview employs one teacher in the Induction Program and another teacher who serves as the Induction Mentor and Administrative Intern. Staff participates in training at the local county office of education and other providers. Training is provided both during the school day and after school. Ongoing professional learning communities support the implementation of Belleview's professional staff development. Teachers participated in STEM tracks and will implement the Next Generation Science Standards (NGSS). A new social studies curriculum was adopted in 2018/19 and teachers are receiving training from the publisher. Training this year is also being provided for Special Education, Trauma-Informed Practices and Responsive Classroom.