



Bellevue Elementary School

197 West Bellevue Street • Porterville, CA 93257 • (559) 782-7110 • Grades K-6

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Porterville Unified School District

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Porterville, CA 93257
(559) 793-2400
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District Governing Board

Jim Carson
Lillian Durbin
Juan Figueroa, Jr.
Sharon Gill
Pete Lara, Jr.
Felipe Martinez
Tomas Velasquez

District Administration

Nate Nelson, Ed.D.
Superintendent

Martha Stuemky, Ed.D.
**Assistant Superintendent
Instructional Services**

Andrew Bukosky, Ed.D.
**Assistant Superintendent, Human
Resources**

Brad Rohrbach, Ed.D.
**Assistant Superintendent
Business Services**

School Description

Our Vision

PUSD students will have the skills and knowledge to be prepared for college and career and to make a positive impact in a dynamic global society.

Our Mission

The mission of PUSD is to provide students a dynamic, engaging and effective educational experience that prepares them with the skills to be productive citizens in a global society.

Expected Graduate Outcomes:

As a result, all students will develop and demonstrate:

- Critical thinking and problem-solving skills
- Cultural awareness and the ability to collaborate with diverse groups
- Technical skills in digital media applications and information management
- Effective communication skills of listening, speaking and writing
- Creativity and innovation
- Leadership, self-management and organizational skills obtained through real world applications and community involvement
- Adaptability, responsibility and ethical behaviors
- The ability to navigate the global world of work and further their education

Community & School Profile

Porterville, lying along the foothills of the Sierras, is located on State Highway 65, 165 miles north of Los Angeles, and 171 miles east of the Pacific Coast. Centrally located to major markets, the city has strategic access to major transportation routes. Porterville Unified School District serves over 14,000 students throughout the community, as well as the town of Strathmore. The district is comprised of 10 elementary schools, three middle schools, four comprehensive high schools, one magnet academy, one continuation high school, one military academy, and two alternative sites. Bellevue Elementary School serves students in grades Transitional Kindergarten through sixth grade on a traditional calendar schedule. Curriculum is based on improving literacy, writing skills, and mathematical skills and concepts aligned with the California Common Core Standards and district graduate outcomes. We value our diverse population of students and the needs of each. Our unique combination of general education and special education programs in concert with students from various cultures promote a climate of tolerance and acceptance among students and faculty. As of September, 2018, there are approximately 400 students enrolled in Bellevue School. At Bellevue Elementary, there are opportunities for parent involvement such as volunteering in the classroom, serving on School Site Council (SSC), English Learner Advisory Committee (ELAC), Parent Institute for Quality Education (PIQE), and through school events and parent conferences.

About the SARC

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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	72
Grade 1	64
Grade 2	48
Grade 3	48
Grade 4	66
Grade 5	64
Grade 6	60
Total Enrollment	422

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.7
Asian	0.5
Filipino	0.5
Hispanic or Latino	83.9
Native Hawaiian or Pacific Islander	0.7
White	13.0
Socioeconomically Disadvantaged	91.7
English Learners	32.0
Students with Disabilities	2.6
Foster Youth	0.9

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			
Belleview Elementary School	16-17	17-18	18-19
With Full Credential	16	16	17
Without Full Credential	3	3	3
Teaching Outside Subject Area of Competence	0	0	0
Porterville Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	567
Without Full Credential	♦	♦	74
Teaching Outside Subject Area of Competence	♦	♦	20

Teacher Misassignments and Vacant Teacher Positions at this School			
Belleview Elementary School	16-17	17-18	18-19
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 2018-19)

Porterville Unified School District held a Public Hearing on September 13, 2018 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected in August 2018, regarding textbooks in use during the 2018-19 school year.

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Wonders Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	McGraw Hill My Math Adopted 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Glencoe Adopted 2006 Harcourt Adopted 2001 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Houghton Mifflin Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Health	Harcourt Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Belleview Elementary School was originally constructed in the early 1920's and has since undergone complete modernization. In the summer of 2009, the cafeteria and students restrooms were remodeled, and the covered walkways were built for hallways. A new two-story building containing 11 new classrooms was completed Spring 2016. The campus is currently comprised of 17 classrooms total, a library/resource room, a cafeteria, two playgrounds (a kindergarten playground and a main yard), and the main office which includes a staff room.

Cleaning Process

The school provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by the school's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the district to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: August 2018		
System Inspected	Repair Status	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	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	27.0	33.0	39.0	44.0	48.0	50.0
Math	17.0	15.0	23.0	27.0	37.0	38.0

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.

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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	24.2	28.8	30.3

* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	228	226	99.12	33.19
Male	115	113	98.26	29.20
Female	113	113	100.00	37.17
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	190	190	100.00	34.74
Native Hawaiian or Pacific Islander	--	--	--	--
White	27	25	92.59	24.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	210	208	99.05	31.73
English Learners	86	86	100.00	36.05
Students with Disabilities	15	15	100.00	6.67
Students Receiving Migrant Education Services	12	12	100.00	41.67
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	228	226	99.12	14.6
Male	115	113	98.26	17.7
Female	113	113	100	11.5
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	190	190	100	14.21
Native Hawaiian or Pacific Islander	--	--	--	--
White	27	25	92.59	16
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	210	208	99.05	12.98
English Learners	86	86	100	10.47
Students with Disabilities	15	15	100	0
Students Receiving Migrant Education Services	12	12	100	16.67
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 2018-19)

Parent participation plays an integral role in student success. Parents are encouraged to become cleared volunteers so they may help in classrooms, with school activities, and attend field trips. Belleview Elementary School has an active School Site Council (SSC) and English Learner Advisory Committee (ELAC). Parents also play an active role in supporting the school site by participating in fundraising and special events such as Back to School Night, Open House, parent conferences, Literacy Lab, and PIQE, our Parent Institute for Quality Education.

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.

School Safety Plan

The safety of students and staff is a primary concern of Belleview Elementary School. Our campus is fully enclosed by a fence with locked gates. Classified staff supervise students on campus before school, after school, and during morning recess and at lunchtime. Teachers also supervise students during morning recess, after school, and during transition periods throughout the day. Administrators provide ongoing supervision of students throughout the campus. When providing student supervision, staff wear a neon green PUSD Safety Patrol vest for easy identification and location. PUSD employees wear their district identification badge at all times. All visitors must sign in at the office and receive proper authorization to be on campus as well as a visitor's badge to wear. For the safety of our students, all volunteers are fingerprinted and cleared through the Department of Justice. Appointments are made with the school secretary.

The School Site Safety Plan is in a noted binder on the wall by the door in each room on campus. Key elements of the plan focus on emergency preparedness. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Emergency drills are held on a regular basis; fire drills, earthquake drills, and secure campus drills.

Suspensions and Expulsions

School	2015-16	2016-17	2017-18
Suspensions Rate	4.0	7.2	2.4
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	5.6	5.4	4.9
Expulsions Rate	0.3	0.3	0.5
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.75
Psychologist	.33
Social Worker	.2
Nurse	.2
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	24	24	24				3	3	3			
1	24	24	21				2	2	3			
2	22	24	24				3	2	2			
3	23	24	24				3	3	2			
4	32	32	33				2	2				2
5	30	31	32				2	2	2			
6	32	32	30				2	2	2			

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

Professional Development provided for Teachers

Student performance data from the CAASPP, STAR Early Literacy and STAR assessments, Interim Assessment Blocks, Wonders Diagnostic Assessments, and classroom common formative and summative assessments are used to evaluate student needs and plan for instruction using researched based best practices.

Each Wednesday is an Early Release Day with all students being released at 1:45PM so teachers across Porterville Unified School District can engage in professional development, data analysis, and lesson design. Teachers engage in Professional Learning Communities.

Teachers receive additional support through administrative walk-throughs and feedback, in-class coaching, teacher-principal meetings, site grade-level collaboration, district grade-level meetings, and student performance data reporting and analyzing. Teachers have the opportunity to attend professional conferences and training outside of district offerings to include trainings by the Tulare County Office of Education.

For additional support in their profession, new teachers participate in the Tulare County Office of Education Teacher Induction Program, an accredited two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching. New teachers are assigned a qualified mentor who provides professional guidance and offers opportunities for collaboration and collective problem solving related to the candidate's specific needs, goals and aspirations. The learning and support opportunities are individualized to meet the needs of each new teacher. The goal is to influence the new teacher's classroom practice and increase their effectiveness in assisting all students to meet the standards. The candidate improves and develops as a professional as defined by the California Standards for the Teaching Profession.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,732	\$49,512
Mid-Range Teacher Salary	\$76,842	\$77,880
Highest Teacher Salary	\$99,231	\$96,387
Average Principal Salary (ES)	\$152,356	\$123,139
Average Principal Salary (MS)	\$154,641	\$129,919
Average Principal Salary (HS)	\$167,189	\$140,111
Superintendent Salary	\$232,323	\$238,324
Percent of District Budget		
Teacher Salaries	30.0	36.0
Administrative Salaries	4.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

In addition to general state funding, Porterville Unified School District received state and federal categorical funding for the following support programs:
 Title I, Basic Grant
 Title II, Teacher Quality & Technology
 Title III, Limited English Proficiency
 Title VI, Indian, Native Hawaiian, and Alaska Native Education

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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,753	\$870	\$4,883	\$77,761
District	◆	◆	\$6,336	\$80,024
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			-22.9	10.6
Percent Difference: School Site/ State			4.1	12.1

* Cells with ◆ 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.