



Bellevue Elementary School

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

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Porterville Unified School District

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District Governing Board

Donna Berry

Jim Carson

Lillian Durbin

Juan Figueroa, Jr.

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**

Principal's Message

The staff at Bellevue Elementary School is pleased to present our 2018-2019 School Accountability Report Card. As a Bellevue Bulldog, you are part of a student-centered community of learners! As a staff, we strive to support our students in becoming college and career ready through 21st century learning, life-skills, and character development. Focusing on creativity and innovation, critical thinking and problem solving, communication and collaboration skills, the foundation for these 21st century skills begins in kindergarten and builds as our students progress through their elementary years here at Bellevue. We believe children are most successful when a strong partnership is formed between school staff and families. Your time, opinion, suggestions, and support are valued as we work together to provide our students with the best possible education in a safe and nurturing environment. As a team, we believe there are endless possibilities for all children.

Our Vision

Bellevue Elementary School 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 Bellevue Elementary School 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.

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 ten elementary schools, three middle schools, four comprehensive high schools, three dependent charter schools, one continuation high school, and one alternative site. 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 and the needs of each student. Bellevue's focus on social-emotional learning as taught through the Second Step curriculum, in conjunction with our Positive Behavioral Interventions and Supports (PBIS), provides students with a healthy environment to learn and grow as individual human beings, to develop empathy and caring, as well as tolerance and acceptance of others.

During the 2018-2019 school year, there were 401 students enrolled in Bellevue School.

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	70
Grade 1	64
Grade 2	52
Grade 3	50
Grade 4	43
Grade 5	58
Grade 6	64
Total Enrollment	401

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	0.5
Asian	0.7
Filipino	0.7
Hispanic or Latino	84.8
Native Hawaiian or Pacific Islander	0.5
White	12
Two or More Races	0.7
Socioeconomically Disadvantaged	86.3
English Learners	27.9
Students with Disabilities	4.2
Foster Youth	1.2
Homeless	0.5

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 for Belleview Elementary	17-18	18-19	19-20
With Full Credential	16	17	17
Without Full Credential	3	3	3
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Porterville Unified	17-18	18-19	19-20
With Full Credential	◆	◆	584
Without Full Credential	◆	◆	64
Teaching Outside Subject Area of Competence	◆	◆	17

Teacher Misassignments and Vacant Teacher Positions at Belleview Elementary School

Indicator	17-18	18-19	19-20
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)

Porterville Unified School District held a Public Hearing on September 12, 2019 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 2019, regarding textbooks in use during the 2019-20 school year.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2019

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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Bellevue 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: July 2019

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

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	33	31	44	44	50	50
Math	15	16	27	28	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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	19.4	24.2	12.9

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.

**School Year 2018-19 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	221	221	100.00	31.22
Male	113	113	100.00	28.32
Female	108	108	100.00	34.26
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	182	182	100.00	34.07
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	26	100.00	23.08
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	189	189	100.00	29.10
English Learners	90	90	100.00	28.89
Students with Disabilities	18	18	100.00	0.00
Students Receiving Migrant Education Services	17	17	100.00	29.41
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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

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. For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Induction Program (TIP) facilitator and/or the IMPACT program.

School Year 2018-19 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	221	219	99.10	15.98
Male	113	111	98.23	18.92
Female	108	108	100.00	12.96
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	182	182	100.00	15.38
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	26	100.00	23.08
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	189	188	99.47	13.83
English Learners	90	90	100.00	14.44
Students with Disabilities	18	18	100.00	0.00
Students Receiving Migrant Education Services	17	17	100.00	17.65
Foster Youth	--	--	--	--
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.

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 are elected to our School Site Council (SSC) and English Learner Advisory Committee (ELAC) where they participate in needs assessments and decision making to improve the education of our students. Parents play an active role in the community and at the school site by assisting with special activities, fundraising and attending parent education/information meetings such as Back to School Night, Open House, parent conferences, Literacy Lab, and PIQE, our Parent Institute for Quality Education. Parents are encouraged to help in the classrooms, with school activities, and field trips. Our school has a Parent Involvement Policy available upon request and School Compact which every student, teacher, and parent signs.

Parents who wish to participate in the school's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (559) 782-7110. 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 district's website, www.portervilleschools.org, also provides a variety of helpful resources and information for parents, students, staff, and community members. Belleview's website, www.belleview.portervilleschools.org, contains our school calendar where events and opportunities for parental involvement are listed.

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. Belleview staff supervise students on campus before school, after school, and during morning recess and at lunchtime. As part of our PBIS structures, students are also supervised during transition periods throughout the day. Administrators provide ongoing supervision of students throughout the campus. Staff wear a neon green PUSD Safety Patrol vest for easy identification and location. PUSD employees wear their district identification badge at all times. For the safety of our students, all volunteers are fingerprinted and cleared through the Department of Justice. Appointments are made with the school secretary. Additionally, Belleview uses the Raptor School Safety System which requires visitors on campus to present identification and be screened through the Raptor system in the front office prior to entering campus. Instant visitor identification badges are printed with the visitor's photo, and date and time of the visit. The Raptor School Safety System also provides a silent alarm to law enforcement in case of emergencies.

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. Our school safety plan is reviewed yearly, this year - Fall 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	7.2	2.4	2.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.4	4.9	5.0
Expulsions Rate	0.3	0.5	0.2

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

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

Title	Ratio
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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.33
Social Worker	.20
Nurse	.20
Speech/Language/Hearing Specialist	.20
Resource Specialist (non-teaching)	0
Other	3.0

* 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 Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	24		3		24		3		23		3	
1	24		2		21		3		21		3	
2	24		2		24		2		26		2	
3	24		3		24		2		25		2	
4	32		2		33			2	22	1	1	
5	31		2		32		2		29		2	
6	32		2		30		2		32		2	
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.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,400	\$51,374
Mid-Range Teacher Salary	\$79,147	\$80,151
Highest Teacher Salary	\$102,208	\$100,143
Average Principal Salary (ES)	\$160,646	\$126,896
Average Principal Salary (MS)	\$163,100	\$133,668
Average Principal Salary (HS)	\$176,811	\$143,746
Superintendent Salary	\$239,293	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	35%
Administrative Salaries	4%	5%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,753	\$870	\$4,883	\$77,761
District	N/A	N/A	\$6,336	\$82,921.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-22.9	10.6
School Site/ State	4.1	12.1

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

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 IV Student Support & Academic Enrichment
- 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.