

Bella Vista Elementary School

Bella Vista Elementary School District

SARC
2009-10



2009-10 School Accountability Report Card • Published During the 2010-11 School Year

GRADES K-8

22661 Old Alturas Road Bella Vista, CA 96008

Phone: (530) 549-4415 Fax: (530) 549-4506

Website: www.shastalink.k12.ca.us/bellavista

Charles Hoffman
Superintendent

Kellie Dunham
Principal

Principal's Message

I want to welcome you to Bella Vista Elementary School. Our school is located in a rural area just outside of Redding. We have a beautiful, large campus providing the perfect environment for learning!

We currently have just under 400 students attending our K-8 school. Our size allows all students to be known by name and by need. The teachers target their instruction to meet the needs of the diverse learners in their classrooms. Over the last three years, the school has made significant academic gains.

Bella Vista School prides itself in teaching the whole child. The school boasts an outdoor learning pond and a school garden. Produce from the garden is served in the school cafeteria. We offer a substantial music program that supports both instrumental and vocal.

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.

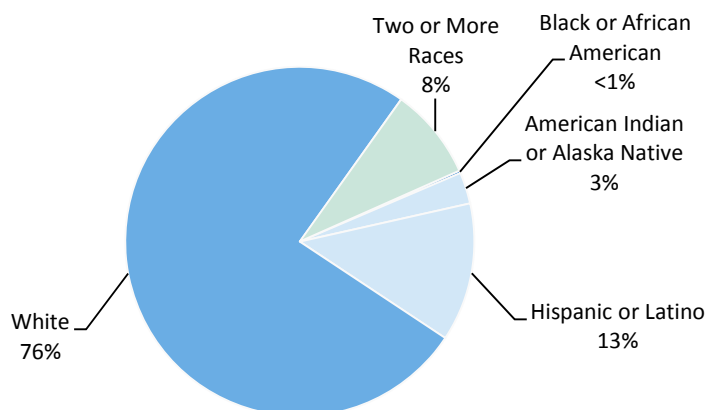
Parental Involvement

Parents and the community are very supportive of the education program at Bella Vista Elementary School. Parents can participate in the Parent Club, School Site Council, and various other committees. The parents also volunteer their time to assist teachers and staff on campus. Bella Vista Elementary School has a partnership with the Bella Vista Water District.

Please call Cindy Jones, School Secretary, at (530) 549-4415 for details on how to volunteer your time.

Enrollment and Demographics

The total enrollment at the school was 413 students for the 2009-10 school year.



Mission Statement

To ensure that all students meet or exceed grade level standards as well as develop self-worth and social responsibility within a safe, healthy, and nurturing school environment that requires students to think, solve problems, and be creative.

We will achieve this through a comprehensive support system, professional collaboration, and strong values of

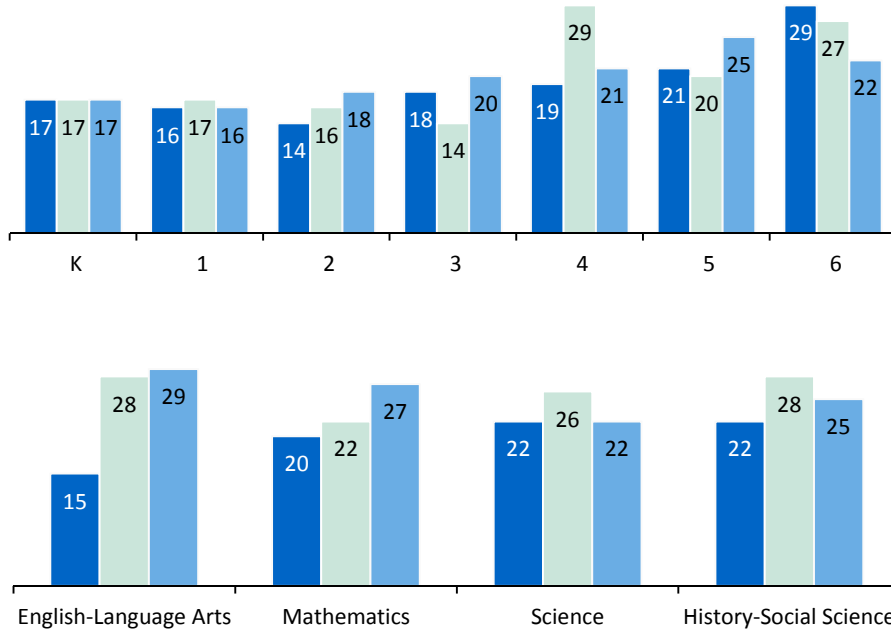
TEACHING EVERY CHILD EVERY DAY.



Class Size

07-08 08-09 09-10

The bar graphs display the three-year data for average class size.



“Bella Vista is a close community and in many respects the school serves as a main gathering place.”

Class Size Distribution — Number of Classrooms By Size

Grade	07-08			08-09			09-10		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	3			2			2		
1	2			2			2		
2	3			3			2		
3	3			2			1	1	
4	1	1			2		1	1	
5	2	1		1	1			2	
6		3			3			2	

Class Size Distribution — Number of Classrooms By Size

Subject	07-08			08-09			09-10		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	10	2		1	5	1		4	
Mathematics	5	1		3	3			4	
Science	2	2		1	3		4		
History-Social Science	2	2		1	2	1		4	

Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school’s total enrollment) for the most recent three-year period.

Suspension Rate			
Bella Vista ES			
07-08	08-09	09-10	
0.248	0.169	0.133	
Bella Vista ESD			
07-08	08-09	09-10	
0.248	0.169	0.133	
Expulsion Rate			
Bella Vista ES			
07-08	08-09	09-10	
0.000	0.000	0.000	
Bella Vista ESD			
07-08	08-09	09-10	
0.000	0.000	0.000	

Textbooks and Instructional Materials

Bella Vista School sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school’s instructional program, as well as provide students with their own textbooks. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks as well as the school’s Curriculum Committee standards. Bella Vista Elementary School follows the State Instructional Materials Adoption Cycle, which reviews instructional materials in each curricular area within a seven-year period.

The teachers and principal establish selection criteria based on State Standards, review instructional materials on the State list, and make recommendations to the Board of Trustees for final adoption. The textbooks are then put on public display before the adoption process is completed. The school’s library is stocked with thousands of books that are available for students to check out. Computer resources within the library are connected to the Internet so students are able to access resources and information online, to improve their research skills.

Bella Vista School offers many visual and performing arts classes such as drama, art, band, choir, guitar, and general music class for grades K-4.

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Each classroom has an average of three computers with Internet access. Students receive computer-assisted instruction on a regular schedule.

Software includes programs to develop critical thinking skills, technological skills, and mathematical proficiency in an attempt to broaden and strengthen their levels of experience and growth.

The district has affirmed that each pupil, including English Learners, have their own textbook to use in class and to take home.

Textbooks and Instructional Materials List

Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin	2010
Mathematics	Envision Math	2007
Science	Harcourt Brace (K-5)	2006
Science	Glencoe (6-8)	2006
History-Social Science	Harcourt Brace	2005

Note: This data was most recently collected and verified in September 2010.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Bella Vista ES

Subject	Percentage Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	◇
Health	0%

◇ Not applicable.

School Safety

Bella Vista Elementary School provides a safe, clean environment for students, staff, and volunteers. A team of five custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by Bella Vista Elementary School District to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning.

Safety of students and staff is a primary concern of Bella Vista Elementary School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. The school’s disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

A committee consisting of the principal, maintenance director, school secretary, one community member, chief business official, and teachers revises the School Site Safety Plan annually. The School Safety Plan was last reviewed, updated, and discussed with the school faculty in February 2010.

“The teachers target their instruction to meet the needs of the diverse learners in their classrooms.”



School Facility Items Inspected

The tables show the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Structural:** Structural Condition, Roofs
- **Electrical:** Electrical Systems (interior and exterior)
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Exemplary
Date of the Most Recent School Site Inspection			10/10/2010
Date of the Most Recent Completion of the Inspection Form			10/10/2010

Note: At the time of this school facility inspection, no deficiencies were found.

School Facilities

The current school facilities were built in 1963. Bella Vista Elementary School also has a pre-school on site. In 2005 the new gymnasium with two classrooms for Music and PE were completed. Along with the stage, large drop down screen, and sound system, the gymnasium also serves 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.

The District’s 4 FTE janitorial/maintenance staff and 3 part-time evening custodial staff work hard to ensure a clean and safe campus. They also ensure that the grounds, buildings, and restrooms are free from litter and graffiti.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

“TEACHING EVERY CHILD EVERY DAY”



“We have a beautiful, large campus providing the perfect environment for learning!”



STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring At Proficient or Advanced Levels

	Bella Vista ES			Bella Vista ESD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	45%	57%	55%	45%	57%	55%	46%	50%	52%
Mathematics	46%	55%	57%	46%	55%	57%	43%	46%	48%
Science	52%	61%	65%	52%	61%	65%	46%	50%	54%
History-Social Science	54%	57%	46%	54%	57%	46%	36%	41%	44%

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring At Proficient or Advanced Levels

Group	Spring 2010 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	55%	57%	65%	46%
All Students at the School	55%	57%	65%	46%
Male	45%	55%	69%	56%
Female	67%	60%	60%	32%
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	50%	54%	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	56%	59%	66%	53%
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	45%	48%	59%	25%
English Learners	❖	❖	❖	❖
Students with Disabilities	32%	46%	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5inrpts.pdf.



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf.

API Ranks

API Ranks — Three Year Comparison			
	2007	2008	2009
Statewide API Rank	5	5	6
Similar Schools API Rank	2	1	3

API Growth by Student Group

API Growth by Student Group — Three Year Comparison			
Group	Actual API Change		
	07-08	08-09	09-10
All Students at the School	12	38	12
Black or African American	■	■	■
American Indian or Alaska Native	■	■	■
Asian	■	■	■
Filipino	■	■	■
Hispanic or Latino	■	■	■
Native Hawaiian or Pacific Islander	■	■	■
White	15	37	16
Two or More Races	■	■	■
Socioeconomically Disadvantaged	0	39	4
English Learners	■	■	■
Students with Disabilities	■	■	■

■ Data are reported only for numerically significant groups.



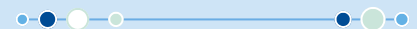
API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.



API Growth by Student Group

This table displays, by student group, the actual API change in points added or lost for the past three years.



API Growth by Student Group: 2010 Growth API Comparison

API Growth by Student Group — 2010 Comparison			
Group	2010 Growth API		
	Bella Vista ES	Bella Vista ESD	California
All Students	817	814	767
Black or African American	■	■	686
American Indian or Alaska Native	■	■	728
Asian	■	■	890
Filipino	■	■	851
Hispanic or Latino	■	■	715
Native Hawaiian or Pacific Islander	■	■	753
White	820	816	838
Two or More Races	■	■	807
Socioeconomically Disadvantaged	777	772	712
English Learners	■	■	692
Students with Disabilities	■	■	580

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Bella Vista ES	Bella Vista ESD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of Schools Identified for Program Improvement		0
Percent of Schools Identified for Program Improvement		0%

◇ Not applicable.

API Growth by Student Group: 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The State Board of Education designated the *Fitnessgram*® as the PFT for students in California public schools. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Percentage of Students Meeting Fitness Standards	
Grade 5	
Four of Six Standards	27.5%
Five of Six Standards	43.1%
Six of Six Standards	17.6%
Grade 7	
Four of Six Standards	24.6%
Five of Six Standards	40.4%
Six of Six Standards	10.5%

Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Bella Vista ES		Bella Vista ESD	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API	Yes		Yes	
Graduation Rate	✧		✧	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Academic Counselors and School Support Staff

Academic Counselors and School Support Staff	
Academic Counselors	FTE and Ratio
Number of Academic Counselors (FTE)	0.0
Ratio of Students Per Academic Counselor	✧
Support Staff	FTE
Counselor (Social Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	0.0
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	0.0
Other	0.0

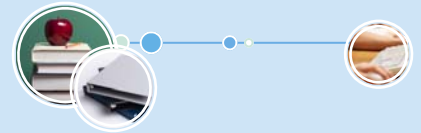
✧ Not applicable.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit www.cde.ca.gov/ta/ac/ay/.



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).



Teacher Qualifications

Teacher Credential Information				
	Bella Vista ESD	Bella Vista ES		
Teachers	09-10	07-08	08-09	09-10
With Full Credential	24	24	24	24
Without Full Credential	0	1	1	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Bella Vista ES		
	08-09	09-10	10-11
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be “highly qualified.” In general, for a teacher to be considered highly qualified, they must have a bachelor’s degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Bella Vista ES	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	✧	✧

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

✧ Not applicable.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.



Professional Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The District offers three staff development days annually, where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

All training and curriculum development at Bella Vista Elementary School revolves around the California State Content Standards and Frameworks. 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. Grade Level and Subject Committees are busy developing new methods to evaluate the curriculum.

For the previous three school years, we had three days each year dedicated to staff and professional development.



District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		
Category	Bella Vista ESD	Similar Sized District
Beginning Teacher Salary	\$39,114	\$38,905
Mid-Range Teacher Salary	\$50,069	\$56,504
Highest Teacher Salary	\$65,695	\$71,750
Average Principal Salary	\$80,150*	\$92,053
Superintendent Salary	\$34,350*	\$111,055
Teacher Salaries — Percent of Budget	38.3%	37.9%
Administrative Salaries — Percent of Budget	3.0%	6.8%

* The Principal and Superintendent are combined as one position for Bella Vista ESD.

School Financial Data

The following table displays the school’s average teacher salary and a breakdown of the school’s expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
	Bella Vista ES
Total Expenditures Per Pupil	\$8,919
Expenditures Per Pupil From Restricted Sources	\$3,141
Expenditures Per Pupil From Unrestricted Sources	\$5,778
Annual Average Teacher Salary	\$57,062

Financial Data Comparison

The following table displays the school’s per pupil expenditures from unrestricted sources and the school’s average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Bella Vista ES	\$5,778	\$57,062
Bella Vista ESD	\$5,778	\$57,062
California	\$5,681	\$57,352
School and District — Percent Difference	◆	◆
School and California — Percent Difference	+1.7%	-0.5%

◆ Because Bella Vista ESD is a single-site district, the percent difference does not apply.

Financial Data

The financial data displayed in the SARC is from the 2008-09 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.



Types of Services Funded

The following is a list of Federal and State funded programs that are provided to Bella Vista Elementary School:

- Speech/Language Specialist
- Nurse
- Special Education Aides
- Playground Supervisors
- Adaptive P.E.
- Psychologist
- Resource Specialist
- Home School Teacher
- Occupational Therapist
- Deaf and Hard of Hearing

School Accountability Report Card

Data in this report are provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of December 2010.