



# Bellevue Elementary School

197 West Bellevue Street • Porterville, CA 93257 • (559) 782-7110 • Grades K-6  
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## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### Porterville Unified School District

600 West Grand Ave.  
Porterville, CA 93257  
(559) 793-2400  
portervilleschools.org

#### District Governing Board

Hayley Buettner  
David DePaoli  
Lilian Durbin  
Sharon Gill  
Pete Lara, Jr.  
Felipe Martinez  
Tomas Velasquez

#### District Administration

Ken Gibbs, Ed.D.  
**Superintendent**  
Nate Nelson, Ed.D.  
**Assistant Superintendent  
Business Services**  
Martha Stuemky, Ed.D.  
**Assistant Superintendent  
Instructional Services**  
Andrew Bukosky, Ed.D.  
**Assistant Superintendent  
Human Resources**

### 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 more than 13,000 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, one magnet academy, one continuation high school, and two alternative sites.

Aligned with the new California State Standards, curriculum is based on improving literacy, writing skills, and mathematical skills and practices with a focus on district graduate outcomes. We value our diverse student population, promoting a climate of tolerance and acceptance among students and faculty.

At the end of the 2016-17 school year, 448 students were enrolled at the 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	72
Grade 1	48
Grade 2	48
Grade 3	72
Grade 4	64
Grade 5	61
Grade 6	64
<b>Total Enrollment</b>	<b>429</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.2
Asian	0.7
Filipino	0.2
Hispanic or Latino	80.9
Native Hawaiian or Pacific Islander	0.7
White	15.2
Two or More Races	1.2
Socioeconomically Disadvantaged	91.8
English Learners	31
Students with Disabilities	3.7
Foster Youth	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			
Belleview Elementary School	15-16	16-17	17-18
<b>With Full Credential</b>	19	16	19
<b>Without Full Credential</b>	1	3	1
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Porterville Unified School District	15-16	16-17	17-18
<b>With Full Credential</b>	♦	♦	585
<b>Without Full Credential</b>	♦	♦	59
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	19

Teacher Misassignments and Vacant Teacher Positions at this School			
Belleview Elementary School	15-16	16-17	17-18
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

\* "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 2017-18)

Porterville Unified School District held a Public Hearing on August 24, 2017 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 2017, regarding textbooks in use during the 2017-18 school year.

Textbooks and Instructional Materials Year and month in which data were collected: August 2017	
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%
Foreign Language	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%
Visual and Performing Arts	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: 08/30/2017

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X				
<b>Interior:</b> Interior Surfaces	X				
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X				
<b>Electrical:</b> Electrical	X				
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X				
<b>Safety:</b> Fire Safety, Hazardous Materials	X				
<b>Structural:</b> Structural Damage, Roofs	X				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
	X				

**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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
<b>ELA</b>	29	27	37	39	48	48
<b>Math</b>	16	17	21	23	36	37

\* 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.

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	
	14-15	15-16	14-15	15-16	14-15	15-16
<b>Science</b>	24	19	37	40	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>5</b>	23	16.4	24.6

\* 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.

**2015-16 CAASPP Results by Student Group  
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	61	58	95.1	19.0
Male	30	28	93.3	21.4
Female	31	30	96.8	16.7
Hispanic or Latino	45	44	97.8	18.2
White	15	13	86.7	15.4
Socioeconomically Disadvantaged	54	51	94.4	17.7

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2016-17 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	260	259	99.62	27.41
Male	133	133	100	23.31
Female	127	126	99.21	31.75
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	210	210	100	29.52
Native Hawaiian or Pacific Islander	--	--	--	--
White	37	37	100	16.22
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	233	233	100	27.04
English Learners	93	92	98.92	25
Students with Disabilities	14	14	100	7.14
Students Receiving Migrant Education Services	--	--	--	--
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 2016-17 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	259	259	100	17.37
Male	132	132	100	21.97
Female	127	127	100	12.6
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	210	210	100	17.62
Native Hawaiian or Pacific Islander	--	--	--	--
White	36	36	100	16.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	232	232	100	18.1
English Learners	93	93	100	13.98
Students with Disabilities	14	14	100	0
Students Receiving Migrant Education Services	--	--	--	--
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 schoolsite.

#### **Opportunities for Parental Involvement (School Year 2017-18)**

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 Night, 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	2014-15	2015-16	2016-17
Suspensions Rate	6.84	3.98	7.19
Expulsions Rate	0	0	0
District	2014-15	2015-16	2016-17
Suspensions Rate	5.91	5.62	5.42
Expulsions Rate	0.34	0.3	0.31
State	2014-15	2015-16	2016-17
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	0.09

#### 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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2006-2007
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	16	
Percent of Schools Currently in Program Improvement	80	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.75
Psychologist	.33
Social Worker	.2
Nurse	.2
Speech/Language/Hearing Specialist	.2
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

\* 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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	26	26	24				2	2	3			
1	21	21	24				3	3	2			
2	24	24	22				3	3	3			
3	25	25	23				3	3	3			
4	31	31	32				2	2	2			
5	32	32	30				2	2	2			
6	30	30	32				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

The district has employed West Ed to provide professional training of the California Common Core Standards in English Language Arts/English Language Development as well as the Teaching and Learning Cycle to every certificated teacher and administrator. Each site, including Belleview Elementary, has an Instructional Coach to work with staff and students to support implementation of the West Ed training and to support implementation of the California Common Core Standards and improve our instructional practice.

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 district's Beginning Teacher Support and Assessment (BTSA) and work with a TIPS provider.

During 2017-18, Porterville Unified School District provided 8 early release days for teacher professional development. Student performance data from the CAASPP, district benchmarks, and the Wonders Diagnostic Assessments is used to evaluate student needs and plan for instruction using researched based best practices.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,392	\$48,522
Mid-Range Teacher Salary	\$74,604	\$75,065
Highest Teacher Salary	\$90,811	\$94,688
Average Principal Salary (ES)	\$151,564	\$119,876
Average Principal Salary (MS)	\$153,951	\$126,749
Average Principal Salary (HS)	\$164,505	\$135,830
Superintendent Salary	\$226,527	\$232,390
Percent of District Budget		
Teacher Salaries	32%	37%
Administrative Salaries	4%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://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 <http://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 2015-16 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	\$76,860
State	◆	◆	\$6,574	\$77,824
Percent Difference: School Site/District			-22.9	10.6
Percent Difference: School Site/ State			4.1	12.1

\* Cells with ◆ do not require data.