

BELRIDGE ELEMENTARY SCHOOL

"Educating students for success in a changing world; where our roots go deep and our children blossom."



Belridge Elementary School District

2016-17
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Grades Transitional Kindergarten - Eight
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2015-16 School Accountability Report Card

Published January 2017

Community & School Profile

Belridge Elementary School has a population of 36 students, a principal/superintendent, a certificated staff of three teachers, three bilingual aides, and a classified staff of five. Historically, the school has enjoyed strong parent and community support. The school is located at 19447 Wagon Wheel Road in McKittrick, California. Belridge is a rural TK-8 school district that has been educating children on the west side of the San Joaquin Valley since the early 1900's. The school population is approximately 100% Hispanic. The Belridge School mission is to provide students with a positive and challenging learning environment, which empowers them to become responsible and productive citizens who demonstrate positive self-esteem. We believe children are unique individuals who grow and learn at different paces. We nurture the natural curiosity and joy for learning that children possess. Along with our parents and community, we build a solid foundation for the future learning of all Belridge students.

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The statistical information disclosed in this report is obtained from the California Department of Education and the Belridge Elementary School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data for school facilities and instructional materials sections were acquired in November 2016.

Superintendent's Message

I would like to welcome you to Belridge Elementary School District's Annual School Accountability Report Card and thank you for taking the time to explore it. The opportunity to do so has presented itself in the form of compliance with Proposition 98, which identifies the school accountability report card as a required component that every school in California must issue.

It is our belief that students can and will excel in an environment that is tailored to their evolving needs. Although we recognize our areas of need and concern, we are extremely proud that we continue to work towards meeting all academic goals from the district, state, and federal government.

The hard working staff is both skilled and dedicated to the success of all students. We are fortunate to have experienced and knowledgeable teachers and bilingual aides eager to make a difference for our students. We believe in a student-centered approach, which provides an atmosphere in which a child's social, emotional, and intellectual needs are equally important.

Our goal in presenting you with this information is to keep our community, and the public in general, well informed. In reflection of that goal, we desire to keep the lines of communication open and welcome any suggestions, comments, or questions you may have. It is the opinion of the district and myself in particular that a well informed public is vital in continuing to advance in an ever-evolving world. Thank you for helping Belridge School change with the times and maintain flexibility in this and future years to come.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning/State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

Parental Involvement/State Priority 3: Covered in Parent Involvement.

Pupil Achievement/State Priority 4: Covered in Standardized State Assessments, including the CAASPP charts.

Student Enrollment by Subgroup/Grade Level 2015-16

Ethnic Group	%	Grade Level	#
African American	0.0%	TK	
American Indian or Alaskan Native	0.0%	Kindergarten	7
Asian	0.0%	Grade 1	4
Filipino	0.0%	Grade 2	3
Hawaiian or Pacific Islander	0.0%	Grade 3	3
Hispanic or Latino	100.0%	Grade 4	2
White (not Hispanic)	0.0%	Grade 5	5
Two or More	0.0%	Grade 6	4
Socioeconomically Disadvantaged	77.8%	Grade 7	5
English Learners	38.9%	Grade 8	3
Students with Disabilities	2.8%		
Migrant Education	0.0%	Total	
Foster Youth	0.0%	Enrollment	36

School Climate/State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Other Pupil Outcomes/State Priority 8: Covered in the Physical Fitness, including the Physical Fitness Test chart.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment by attending school events, serving on school committees, attending field trips, and helping out on campus. Teachers welcome assistance in the classroom, help with fundraisers, and chaperones for field trips. Parents who want to be a part of the decision-making process are invited to join the School Site Council, LCAP Parent Committee or run for a seat/position on the Board of Trustees. Meetings are held monthly for the LCAP Stakeholders. Many school events throughout the year provide opportunities for parents to support their child's academic experience as well as interact with school staff. Belridge Elementary School's activities include:

- Annual Track Meet
- Annual Thanksgiving Feast
- Back to School Night
- Cinco De Mayo
- Community Club
- Fall Festival/Trunk or Treat
- Family Math Night
- Friday Night Live

- Monthly sports competitions
- Parent conferences
- Parent Education Workshops
- Reading Slumber Party
- Red Ribbon Week
- Science Exploration
- Spring Open House
- Student Council
- Student performances
- Student recognition assemblies

All school-to-home communication is provided in both English and Spanish. Teachers prepare monthly newsletters to keep parents apprised of current class curriculum and activities. A school newsletter is sent home with students weekly; newsletters feature policy changes, special announcements, student recognition, and dates of school events. The *Nutrition Nuggets* newsletter is distributed monthly and features guidance and advice to promote healthy eating habits. Phone calls to the home are made when more personal contact is necessary. The superintendent and other qualified staff will visit a student's home regarding cases of extreme truancy or other serious concerns. Throughout the year, Belridge Elementary School provides the [Home to School Connection](#) published by the Kern County Superintendent of Schools; the publication includes a variety of valuable education- and health-related articles to encourage and help families support the learning process at home, and the [Reading Connection](#) newsletter published by the Belridge Elementary School.

Student Achievement

Physical Fitness

In the spring of each year, Belridge Elementary School is required by the state to administer a physical fitness test to all students in fifth and seventh grades. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." For the 2015-16 school year, only four students were tested in fifth grade and five students tested in seventh grade; to maintain individual privacy, scores are not released. Comparative results can be found at the CDE's website www.cde.ca.gov/ta/tg/pf/.

Federal Intervention Program

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2015-16, Belridge Elementary School qualified for Targeted Assistance Title I funding and is therefore subject to comply with Title I program requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

California Assessment of Student Performance and Progress

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and Mathematics in grades 3 through 8 and 11, and Science in grades 5, 8, and 10 utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System.

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CAASPP tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

Federal Intervention Program

2016-17

	Belridge School	
	In PI	BESD
PI Status	In PI	In PI
First Year of PI Implementation	2013-14	2013-14
Year in PI	Year 1	Year 1
# Schools Currently In PI		1
% Schools Currently In PI		100%

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

California Assessment of Student Performance and Progress Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

	Belridge School			BESD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science (Grades 5, 8, & 10)	*	*	*	*	*	*	60	56	N/A

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades 5, 8, and 10. 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.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Percentage of Students Meeting or Exceeding the State Standards

	Belridge School		BESD		CA	
	14-15	15-16	14-15	15-16	14-15	15-16
English-Language Arts/Literacy	14	59	14	59	44	49
Mathematics	18	50	18	50	33	37

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.

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & 11)
2015-16

	English Language Arts/Literacy				Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Grade 3					Grade 3			
All Students Tested	3	3	100.0%	*	3	3	100.0%	*
Male	1	1	100.0%	*	1	1	100.0%	*
Female	2	2	100.0%	*	2	2	100.0%	*
Hispanic or Latino	3	3	100.0%	*	3	3	100.0%	*
Socioeconomically Disadvantaged	3	3	100.0%	*	3	3	100.0%	*
English Learners	2	2	100.0%	*	2	2	100.0%	*
Grade 4					Grade 4			
All Students Tested	2	2	100.0%	*	2	2	100.0%	*
Male	2	2	100.0%	*	2	2	100.0%	*
Female	0	0	0.0%	*	0	0	0.0%	*
Hispanic or Latino	2	2	100.0%	*	2	2	100.0%	*
Socioeconomically Disadvantaged	2	2	100.0%	*	2	2	100.0%	*
Grade 5					Grade 5			
All Students Tested	5	5	100.0%	*	5	5	100.0%	*
Male	3	3	100.0%	*	3	3	100.0%	*
Female	2	2	100.0%	*	2	2	100.0%	*
Hispanic or Latino	5	5	100.0%	*	5	5	100.0%	*
Socioeconomically Disadvantaged	3	3	100.0%	*	3	3	100.0%	*
Grade 6					Grade 6			
All Students Tested	4	4	100.0%	*	4	4	100.0%	*
Male	2	2	100.0%	*	2	2	100.0%	*
Female	2	2	100.0%	*	2	2	100.0%	*
Hispanic or Latino	4	4	100.0%	*	4	4	100.0%	*
Socioeconomically Disadvantaged	4	4	100.0%	*	4	4	100.0%	*
Grade 7					Grade 7			
All Students Tested	5	5	100.0%	*	5	5	100.0%	*
Male	3	3	100.0%	*	3	3	100.0%	*
Female	2	2	100.0%	*	2	2	100.0%	*
Hispanic or Latino	5	5	100.0%	*	5	5	100.0%	*
Socioeconomically Disadvantaged	4	4	100.0%	*	4	4	100.0%	*
English Learners	1	1	100.0%	*	1	1	100.0%	*
Students with Disabilities	1	1	100.0%	*	1	1	100.0%	*
Grade 8					Grade 8			
All Students Tested	3	3	100.0%	*	3	3	100.0%	*
Male	1	1	100.0%	*	1	1	100.0%	*
Female	2	2	100.0%	*	2	2	100.0%	*
Hispanic or Latino	3	3	100.0%	*	3	3	100.0%	*
Socioeconomically Disadvantaged	3	3	100.0%	*	3	3	100.0%	*

Note: ELA & Mathematics test results include the Smarter Balanced 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 on the CAAs divided by the total number of students who participated in both assessments. An asterisk () appears 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. 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 Facilities & Safety

School Facilities

Belridge Elementary School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Existing school facilities were built in 1982; ongoing maintenance and improvements ensure campus facilities remain up to date and provide adequate space for students and staff.

Belridge Elementary School is a beautiful facility. Its three main buildings are connected with covered patios and walkways. The school office, boardroom, and cafeteria are located in one building. Classrooms for grades TK-5 are in the second building, and grades 6-8, the school library, and RSP speech classroom are in the third building. A separate, full-size gymnasium and bus barn are located on the north side of the campus. Students share one large playground which features modern playground equipment (inspected regularly). On the west side of the campus, a large track is used for fitness activities and the K-8 Small School's track meet.

Campus Supervision

As students arrive on campus each morning, the superintendent/principal greets all students and supervision aides monitor students on the playground, in the bus area, and in the cafeteria. During recesses and lunch, supervision aides share the responsibility to monitor behavior in the cafeteria and on the playground. When students are dismissed for the day, the superintendent/principal and teachers escort students to the bus area to ensure students depart safely.

Belridge Elementary School welcomes parents and visitors on campus. During school hours, visitors are required to check in at the front office, be respectful of the learning process, and minimize disruptions. Parents who would like to observe their child's classroom instruction are requested to provide 24 hours advance notice to their child's teacher. On Fridays, parent helpers are on site and available to help in each classroom.

Campus Description

Year Built	1982
Bldg. Square Footage	25,633 sq. ft.
	Quantity
# of Permanent Classrooms	4
# of Portable Classrooms	0
# of Restrooms (student use)	2 sets
Art/Science Room	1
Computer Lab	3
Cafeteria	1
Gym	1
Library	1
Speech Pathology/RSP Room	1
Staff Lounge	1
Staff Work Room	1

School Site Safety Plan

The Comprehensive School Site Safety Plan for Belridge Elementary School fulfills Senate Bill 187 requirements. The plan was compiled with input from and in collaboration with the Buttonwillow Sheriff, AERA Energy Corporation, Kern County Superintendent of Schools, and Lost Hills Fire Department. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. Belridge Elementary School's most current school site safety plan was reviewed, updated, and shared with school staff in October 2016.

Campus culture promotes a secure learning environment that encourages mutual respect, safe and healthy relationships, dignity, and equality. During Red Ribbon Week, in classroom discussions, and at school assemblies, students are engaged in fun learning activities that address bully identification, prevention, response strategies, and reporting procedures. The fire department does a presentation for all students on fire safety and the Buttonwillow Sheriff presents a class on safety and the use of 9-1-1. Belridge Elementary School participates in monthly stranger danger and fire drills. Bullying and harassment are not tolerated. The district has employed policies, procedures, and practices to reduce and eliminate bullying and harassment as well as the means to address such incidents when they occur. Students and their parents receive information annually regarding district policies

concerning anti-bullying and harassment. Staff attended an Aera Energy Safety Team assembly where heat exhaustion and Epipen training was held on campus.

School Inspections

Schools are required by state law to conduct a formal inspection annually of designated areas and systems and then prepare a report on the current condition of facilities. Belridge Elementary School's most recent inspection took place on November 1, 2016; the School Site Inspection table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During the 2015-16 school year, 100% of restrooms were fully operational and available for student use at all times.

Campus Maintenance

Belridge Elementary School follows a scheduled maintenance program to ensure that all classrooms and facilities are well-maintained and in good repair. One full-time custodian/part-time bus driver and one part-time custodian are responsible for routine maintenance, daily custodial duties, and special events preparation.

The superintendent/principal communicates daily with the custodian on an as needed basis to discuss school facilities and safety issues, custodial responsibilities, housekeeping needs, and maintenance schedules. The custodian follows specific cleaning standards, schedules, and policies for maintaining clean, safe environments for everyone on campus. The school custodian is qualified and equipped to handle minor repairs and maintenance projects. School staff communicate unscheduled maintenance requests and special projects to the custodian through a work order system. Larger projects requiring third party contractors are coordinated by the superintendent/principal. All staff work together to resolve urgent situations immediately.

Before students arrive on campus, the custodians inspect the campus for any unsafe conditions that need to be addressed before instruction begins. Every morning before the bus leaves the transportation barn, the custodian conducts an examination of the vehicle following a comprehensive safety checklist. On a daily basis, the custodian cleans the restrooms, office, cafeteria, and school grounds. Restrooms are checked once during the day as a proactive measure in keeping facilities safe, sanitary, and stocked. Once a day, classrooms undergo a comprehensive cleaning which includes disinfecting student desktops, cleaning classroom sinks, and vacuuming. The custodian is capable of fulfilling basic custodial needs for students and staff. Belridge School's custodians receive training regularly from supply vendors on proper use of chemicals, equipment, pest control, and cleaning practices.

Classroom Environment

Discipline & Climate for Learning

A warm, nurturing atmosphere and an effective learning program provide the basis for Belridge Elementary School's assertive discipline program. All school staff support an environment that encourages well-behaved students who are focused on learning and making good choices. Assertive discipline practices are embedded into the campus culture and daily lessons, providing students with opportunities to develop self-discipline and learn how to be responsible and respectful citizens. The principal employs a progressive discipline approach when students demonstrate poor behavior.

At the beginning of each school year and upon enrollment, each student is provided a "Back to School" packet which includes a detailed explanation of school rules, playground rules, bus rules, district policies, and behavior expectations. During the first few days of school, teachers review the contents of the "Back to School" packet with their students. Teachers have adopted age-appropriate classroom management and incentive plans. All classrooms display student behavior charts and posters outlining playground, bus, and school rules. Students are reminded as needed by their teachers of their academic and behavioral responsibilities throughout the year. Belridge Elementary School encourages and supports good citizenship and academic progress throughout the school year. At the end of each week, teachers contact each of their student's parents to report on student behavior for the week.

Students who demonstrate positive behavior, good citizenship, academic effort, and good sportsmanship are eligible to be nominated for the Student of the Month award. Award assemblies are held at the end of each quarter to recognize students. Selected students are recognized at "Popcorn with the Principal." Students who complete all their homework are invited to participate in a special field trip each semester. At the end of the school year, all eighth grade students who graduated get to go on a skating trip with all west side graduates.

Enrichment Activities

Belridge Elementary School offers a variety of enrichment and extracurricular activities to provide opportunities for students to explore their interests and talents with their classmates in a fun and safe environment.

A student or a small group of students may sign up for their turn for Reading with the Principal. This activity takes place every Monday and Tuesday in the board room for 30 minutes. The superintendent/principal leads a variety of activities centered around language arts.

Students learn good sportsmanship and teamwork through the physical education curriculum and monthly athletic competitions with other schools.

During and after-school activities to promote academic enrichment include:

- Accelerated Reader
- Book It
- Reading Pep Assemblies
- Exploration (Science)
- Reading Round Up
- Guest Readers
- Reading Slumber Party
- Math Family Night
- Red Ribbon Week
- Cinco De Mayo Celebration
- Science Family Night
- Whiz Kids
- TK-4 Oral Language Festival

School Facility Good Repair Status

Item Inspected	Repair Status			
	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Most Recent Inspection:				
November 1, 2016				
Systems	✓			
Interior Surfaces	✓			
Cleanliness	✓			
Electrical (interior and exterior)	✓			<i>No deficiencies were noted during the campus inspection.</i>
Restrooms/Fountains	✓			
Safety	✓			
Structural	✓			
External	✓			
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Percentage Description Rating:

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Suspensions and Expulsions

	Belridge School			BESD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions (#)	0	0	0	0	0	0	279,383	243,603	230,389
Expulsions (#)	0	0	0	0	0	0	6,611	5,692	6,227

The Whiz Kids is a county-sponsored competition held annually for all small schools within Kern County. Participating students in grades 5-8 read a selected unit or chapter from a designated math, language arts, or science textbook and join other students in an "academic decathlon" style competition.

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Class Size Distribution Self-Contained Classrooms				
2013-14				
Grade	Average Class Size	Number of Classes*		
		1-20	21-32	33+
Combo K-2	14.0	1		
Combo 3-5	14.0	1		
Other 6-8	10.0	1		
2014-15				
Combo TK-2	12.0	1		
Combo 3-5	14.0	1		
Other 6-8	14.0	1		
2015-16				
Combo TK-2	14.0	1		
Combo 3-5	10.0	1		
Other 6-8	12.0	1		

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

Curriculum & Instruction

Staff Development

All training and curriculum development at Belridge Elementary School revolves around the California State Standards. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. Curriculum and staff development decisions are made through a collaborative effort among school administration and teaching staff. When identifying staff development needs, the principal and teachers review a considerable range of data to discover what students need to be successful and how teaching staff can provide necessary support. Evaluation tools include:

- End-of-unit exams
- Parent input
- Progress reports
- Report card grades
- Student assessment results
- Teacher survey results
- Teacher input

Staff Development Days Three-Year Trend		
2013-14	2014-15	2015-16
5	5	5

During the 2015-16 school year, Belridge Elementary School staff participate in five non-student staff development days. Topics included:

- Behavior
- Common Core
- Classroom Management
- Curriculum
- LCAP Plan
- School to Home Communication
- Safety
- GO! Math Webinars
- Language Arts
- Professional Learning Communities (PLC)
- Student Study Teams
- Technology

During the 2015-16 school year, supplemental staff development activities took place weekly on early release Tuesdays. Staff training was provided by the superintendent, vendors, Kern County Office of Education representatives, and guest speakers. Staff training concentrations included:

- Common Core
- Math/Language Arts
- Whole Brain Learning

Throughout the year, teachers attended professional workshops focused on the reading, science, and math curricula. New and veteran teachers are provided support through the Kern County Office of Education's Beginning Teacher Support and Assistance program. Instructional aides participate in staff training activities held on early release Tuesdays. Classified staff receive job-related training from vendors and county office of education representatives. Long-term substitute teachers are invited to site-based training while on assignment at Belridge Elementary School. All staff are encouraged to seek additional training through professional organizations and academic resources.

School Leadership

The administrative element of Belridge Elementary School is comprised of the principal, who serves as the superintendent and is responsible for the day-to-day operations of the school and overall instructional program. The principal and all school staff work as a team to fulfill the many responsibilities associated with a successful TK-8 program.

Superintendent/Principal Tammy Reynolds has been in the educational field for 33 years and serving the Belridge Elementary School District for the past 28 years. At the beginning of the 2015-16 school year, she began her eleventh term as principal of Belridge Elementary School and superintendent of Belridge Elementary School District. Professional certifications include:

- Bachelor's degree in general education
- Master's degree in reading specialist
- Master's degree in administration
- Clear Multiple Subject Teaching Credential
- Clear Crosscultural, Language and Academic Development Certificate
- Clear Administrative Services Credential

The School Site Council (SSC) meets seven times throughout the year and is comprised of school staff and parents. The SSC works together in developing the Single Plan for Student Achievement, discussing curricular programs, overseeing the school budget, and ensuring instructional components are consistent with students' needs and comply with schoolwide goals.

Specialized Instruction

All curriculum and instruction is being aligned with the California State Standards approved by the State Board of Education. Every child receives a standards-aligned core program using research-based instructional materials and strategies. The goal of every staff member is to ensure that all students are provided the support they need in order to experience academic success. Through teacher training, monitoring of student assessment results, and differentiation of instruction, all teaching staff deliver instruction to meet the individual learning and emotional needs of every student.

Teachers adapt classroom instruction to meet students' individual learning styles when further assistance is needed for students scoring below proficiency standards on end-of-unit and state assessments. Due to the school's small enrollment, students frequently receive individual tutoring when necessary during school hours. During regular classroom instruction time, students may leave the general education classroom environment to work with instructional aides or with the resource specialist in a small group or on an individual basis in content areas of need.

For students whose primary language is not English and who have limited English proficiency, Belridge Elementary School offers a full English immersion program. Teaching staff work with English learners to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. All instructional aides are bilingual and available to help students in their primary language if necessary. Students are identified as English Learners through the California English Language Development Test (CELDT). Students receive differentiated instruction as needed and are grouped based upon reading fluency during English Language Development (ELD) instruction provided 35 minutes a day. Belridge Elementary School uses the ELD component of the Houghton Mifflin, including GO! Math, and McDougal Littell curricula for ELD instruction and intervention activities. As students increase fluency in the English language, individual performance is monitored closely and instructional assistance modified to ensure continued success.

Students with special education needs are provided instruction in the least restrictive environment, based upon each student's Individual Education Plan (IEP). Students have access to a comprehensive curriculum and are mainstreamed into the general education classroom or provided individualized support from instructional aides. Belridge Elementary School's part-time resource specialist employs Response to Intervention strategies to provide one-to-one and small group instruction both in and outside the general education classroom; instruction is provided to under-performing students with and without an IEP, based upon their individual academic needs in all subject areas.

Two days a week one special education teacher shared by Belridge, McKittrick, and Midway School District's visits Belridge Elementary School to provide individualized instruction in the general education environment. An IEP team for each student meets annually to 1) establish goals and objectives, 2) define instruction needed to assist students in a successful academic career, 3) evaluate the effectiveness of the student's plan, and 4) make adjustments as necessary.

Belridge Elementary School District is part of the multi-district Kern County Special Education Local Plan Area (SELPA), which serves all school districts in Kern County. The SELPA allows participating school districts to pool resources and expertise in the field of special education, thereby enabling Belridge Elementary School to meet the physical, emotional, and academic needs of its special education students. One of the SELPA's speech pathologists is assigned to Belridge

Elementary School; the pathologist visits the campus once a week to provide individualized services to designated students.

Instructional Materials

All textbooks used in the core curriculum being aligned with the California State Standards. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Belridge Elementary School District follows the State Board of Education's six-year adoption cycle for core content materials.

On September 13, 2016, the Belridge Elementary School District Governing Board held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted a board Resolution No. 2017-2, which certifies, as required by Education Code §60119, that 1) textbooks and instructional materials were provided to each student, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home to complete required homework assignments, and 2) sufficient textbooks and instructional materials were provided to each student, including English learners, in math, science, history-social science, and English/language arts, including the English language development component of an adopted program, consistent with the cycles and content of the curriculum frameworks.

Students receiving instruction in health were provided their own textbooks or instructional materials to use in class or take home. Instructional materials used for health lessons are in alignment with state content standards and frameworks. The district's visual and performing arts programs are embedded into the TK-8 curriculum through interactive and hands-on activities; textbooks or supplementary materials are not required for instruction.

Belridge Elementary School is committed to providing state-of-the-art technology to all students and using technology as a resource to extend and enhance student learning. Each classroom was equipped with 10 computer workstations, a document camera, iPads and an LCD projector. Teachers use classroom computers and SMARTboards to supplement instruction and integrate technology into the language arts, science, social studies, and math curricula. Computers in the classrooms and computer lab are used by students to access a variety of software programs to support skill building, remediation, intervention activities. Each student is assigned to an iPad which is used to enhance intervention and enrichment instruction. Teachers and students have access to three digital photo cameras for special school projects in alignment with the core curriculum.

The school's library and smaller classroom libraries are stocked with titles for all reading levels. The library features supplemental resources to support the core curriculum as well as new books to support the Accelerated Reader enrichment program. Library resources include encyclopedias, newspapers, and educational videos and CDs. Each classroom library features a listening center and bean bag chairs to encourage independent reading activities. Students visit the school library at least twice a week; students may visit the library any time with permission from their teacher. The library offers materials and resources for parents.

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2006	Yes	Harcourt/Houghton Mifflin	0%	K-5
2009	Yes	McDougal Littell	0%	6-8
2006	Yes	Zoo Phonics	0%	K-2
2016	Yes	Houghton Mifflin: <i>Journeys</i>	0%	TK-6
2016	Yes	Houghton Mifflin: <i>Collections</i>	0%	7-8
Math				
2014	Yes	Houghton Mifflin: <i>GO! Math</i>	0%	K-8
Science				
2006	Yes	Harcourt Brace: <i>California Science</i>	0%	K-6
2006	Yes	Prentice Hall: <i>Focus on Earth, Life, and Physical Science</i>	0%	7-8
Social Science				
2006	Yes	Houghton Mifflin: <i>Social Science</i>	0%	K-5
2006	Yes	Harcourt Brace: <i>Reflections: California Series</i>	0%	6
2006	Yes	Houghton Mifflin	0%	7-8

Textbook information was obtained from district office personnel in November 2016.

Professional Staff

Teacher Assignment

Belridge Elementary School takes great pride in its caring and dedicated teachers. For the 2015-16 school year, three fully credentialed teachers were on staff. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	Belridge School		
	14-15	15-16	16-17
Total Teachers	3	3	2
Teachers with Full Credential	3	3	2
Teachers without Full Credential	0	0	0
Teachers Teaching Outside Subject Area (with full credential)	0	0	0
Teacher Misassignments for English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Teacher Vacancies	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.

The adjacent table identifies the number of classrooms taught and not taught by NCLB compliant teachers. High poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality web page at www.cde.ca.gov/nclb/sr/tq/.

	Core Academic Classes Taught by Highly Qualified Teachers	
	% of Classes in Core Academic Subjects Taught by HQT	% of Classes in Core Academic Subjects Not Taught by HQT
2015-16		
Belridge School	100%	0.0%
District Totals		
All Schools	100%	0.0%
High-Poverty Schools	100%	0.0%
Low-Poverty Schools	-	-

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Counseling & Support Services Staff

All school staff make every effort to meet the academic, emotional, and physical needs of Belridge Elementary School's students. Special attention is given to students experiencing achievement problems, having difficulty coping with personal or family issues, or having trouble making good decisions. The principal coordinates counseling, health services, and other professional services through the Kern County Office of Education and Kern County SELPA.

Counselors and Support Personnel (Nonteaching Professional Staff) 2015-16		
	No. of Staff	FTE*
Academic Counselor	0	0.0
Counselor (thru KCSOS)	As needed	
Deaf/Hard of Hearing Specialist (thru KCSOS)	As needed	
Nurse (thru KCSOS)	As needed	
Psychologist (thru KCSOS)	As needed	
Resource Specialistist	1	0.3
Speech & Language Specialist	1	0.2

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For single school districts, disclosure requirements for teacher salaries is not required. For comparison purposes, the State Department of Education has provided average salary data from school districts throughout the state on its website at <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>.

Salary Comparison 2014-15		
	BESD	State Average of Districts in Same Category
Beginning Teacher Salary	54,296	41,085
Mid-Range Teacher Salary	69,537	59,415
Highest Teacher Salary	81,137	75,998
Average Principal Salaries:		
Elementary School	N/A	100,438
Superintendent Salary	106,000	116,069
Percentage of Budget For:		
Teacher Salaries	20	33
Administrative Salaries	8	7

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Expenditures Per Student

For the 2014-15 school year, Belridge Elementary School District spent an average of \$28,417 of total general funds to educate each student (based on 2014-15 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the state level. Detailed information regarding expenditures and salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Belridge School District receives state and federal categorical funding for special programs. For the 2014-15 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- Education Protection Account
- Lottery: Instructional Materials
- Other Federal Funds
- Special Education
- State Lottery

Current Expense of Education Per Pupil 2014-15			
Expenditures Per Pupil	Belridge School	Dollars Spent Per Student	
		State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	31,443	N/A	N/A
Restricted (Supplemental)	987	N/A	N/A
Unrestricted (Basic)	30,456	68,570	44.4%
Average Teacher Salary	65,797	60,985	107.9%

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

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Belridge School and comparisons to other schools in the state. DataQuest provides a variety of reports related to school accountability such as CAASPP.

Public Internet Access Location

Parents may access Belridge Elementary School's SARC and access the Internet using campus equipment or by visiting any of the county's public libraries. Parents may use either the school office computer or school library computer to obtain information from Internet resources; all individuals using school computers are required to sign the district's Internet User Agreement (English and Spanish versions available). The closest library to Belridge Elementary School is the Taft Branch Library located at 27 Emmons Park Drive, Taft.

Taft Branch Library • Phone: (661) 763-3294

Hours: Tuesday & Thursday 11am-7pm; Saturday 9am to 5pm; M-W-Fri-Sun.: Closed

Number of computers available: 8

Number of printers available: 1

Family Resource Center

Hours: 7:30am-4:00pm

Number of Computers: 2

Number of printers available: 1

The Family Resource Center offers a wide range of literature, reference materials, and books (children's readers, educational, hobbies, cookbooks, magazines, healthy living, etc) for parents to check out. Parents may also borrow any of the school's digital photo cameras and the video camera.

Belridge Elementary School District 2016-2017

Months	Monday	Tuesday	Wednesday	Thursday	Friday	Notations
Aug - Sept					12	Aug 12 - Teachers Return Aug 15 First Day of School Sept 5 - Labor Day Holiday Student Days - 19
	15	16	17	18	19	
	22	23	24	25	26	
1st Month	29	30	31	1-Sep	2	
	5	6	7	8	9	
Sept - Oct	12	13	14	15	16	Student Days - 20 Year to Date - 39
	19	20	21	22	23	
	26	27	28	29	30	
2nd Month	3-Oct	4	5	6	7	
Oct - Nov	10	11	12	13	14	End of 1st Quarter Student Days - 20 Year to Date - 59
	17	18	19	20	21	
	24	25	26	27	28	
3rd Month	31	1-Nov	2	3	4	
Nov - Dec	7	8	9	10	11	Nov 11 - Veterans Day Nov 21-25 - Thanksgiving Holiday Student Days - 14 Year to Date - 73
	14	15	16	17	18	
	21	22	23	24	25	
4th Month	28	29	30	1-Dec	2	
Dec - Jan	5	6	7	8	9	Dec 23-In Lieu of Admissions Day Dec 26-Jan 6-Christmas Vacation Student Days - 14 Year to Date - 87
	12	13	14	15	16	
	19	20	21	22	23	
5th Month	26	27	28	29	30	
Jan	2	3	4	5	6	Jan 16 - Martin Luther King Day End of 2nd Quarter Student Days - 14 Year to Date - 101
	9	10	11	12	13	
	16	17	18	19	20	
6th Month	23	24	25	26	27	
Feb	30	31	1-Feb	2	3	Feb 13-Lincoln Day Observed Feb 20 - Presidents' Day Student Days - 18 Year to Date - 119
	6	7	8	9	10	
	13	14	15	16	17	
7th Month	20	21	22	23	24	
Feb - Mar	27	28	1-Mar	2	3	Student Days - 20 Year to Date - 139 End of 3rd Quarter
	6	7	8	9	10	
	13	14	15	16	17	
8th Month	20	21	22	23	24	
March-April	27	28	29	30	31	April 10-14 - Easter Recess Student Days - 15 Year to Date - 154
	3-Apr	4	5	6	7	
	10	11	12	13	14	
9th Month	17	18	19	20	21	
Apr-May	24	25	26	27	28	Student Days - 20 Year to Date - 174
	1-May	2	3	4	5	
	8	9	10	11	12	
10th Month	15	16	17	18	19	
May-June	22	23	24	25	26	May 29- Memorial Day Observance End of 4th Quarter May 30 - *Non Student Day Student Days - 6 Year to Date - 180
11th Month	29	30	31	*1-Jun	*2	
	*5					

*Additional days to be used, if needed, for canceled school.