

# Bell Hill Academy

## 2021 School Accountability Report Card

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2021-22 School Contact Information

<b>School Name</b>	Bell Hill Academy
<b>Street</b>	342 South School St.
<b>City, State, Zip</b>	Grass Valley, CA 95945
<b>Phone Number</b>	(530) 273-2281
<b>Principal</b>	Gabriela Prado
<b>Email Address</b>	gprado@gvsd.us
<b>School Website</b>	<a href="https://bellhill.gvsd.us">https://bellhill.gvsd.us</a>
<b>County-District-School (CDS) Code</b>	29-66332-0125955

## 2021-22 District Contact Information

<b>District Name</b>	Grass Valley
<b>Phone Number</b>	(530) 273-4483
<b>Superintendent</b>	Andrew Withers
<b>Email Address</b>	awithers@gvsd.us
<b>District Website Address</b>	www.gvsd.us

## 2021-22 School Overview

Bell Hill Academy is located in the historic Sierra Nevada Foothills community of Grass Valley. We are a small K-4 school with an enrollment of approximately 220 students in 10 classrooms. We have a before school program and a fully-enrolled after school program on site.

At Bell Hill Academy, our goal is to prepare students to be active, knowledgeable citizens of a global society. Through our school-wide Global Studies curriculum, students develop an understanding and respect for their own and other cultures. Our focus is on the 21st century skills that our children will need to participate successfully in a global marketplace: critical thinking, collaboration, creativity, and communication. We recognize the importance and benefits of learning to communicate in a second language. In our Dual Immersion track, core academic instruction is delivered in Spanish.

The Dual Immersion (Spanish-English) program began as a single Kindergarten classroom in 2012, and expanded to Lyman Gilmore Middle School in the 2017/18 school year. The Dual Immersion instructional program is unique in Nevada County. Bell Hill Academy's program brings together both Spanish-speaking and English-speaking students in a carefully planned educational program in which they learn and achieve in two languages. Children from both language groups work and study together throughout the school day. In an increasingly diverse and multicultural world, our school's program offers English-speaking children one of the best opportunities to acquire a necessary second language to a high degree of proficiency. Spanish speaking students have the opportunity to achieve at a high level of proficiency in English, as well as to maintain and fully develop their native language.

**Our Vision:** Bell Hill Academy students will develop cross-cultural awareness, and prepare for success as responsible and contributing citizens in a global society.

**Our Mission:** Bell Hill Academy provides a 21st century education that prepares students for responsible decision-making and citizenship in a global society. We provide learning opportunities and language experiences that broaden students' understanding of world issues. Through lessons and a variety of cultural experiences, students develop Global Awareness, with a focus on valuing the commonalities and differences among different cultures. We encourage and equip students to be academic risk takers through a curriculum that develops the 21st Century Skills of critical thinking, cross-discipline thinking, creativity, innovation, collaboration, communication, problem solving, Growth Mindset as well as information and technology literacy.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	40
Grade 1	42
Grade 2	43
Grade 3	42
Grade 4	36
<b>Total Enrollment</b>	<b>203</b>

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3
Male	50.7
American Indian or Alaska Native	2
Asian	2
Black or African American	1
Filipino	1
Hispanic or Latino	35.5
Native Hawaiian or Pacific Islander	1
Two or More Races	0.5
White	57.1
English Learners	11.3
Foster Youth	0.5
Homeless	2
Socioeconomically Disadvantaged	58.1
Students with Disabilities	8.9

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

### 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	10.4	91.2	77.6	85.5	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0	0.5	0.6	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.0	8.8	5.3	5.9	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.0	0.0	2.0	2.2	12115.8	4.4
<b>Unknown</b>	0.0	0.0	5.3	5.8	18854.3	6.9
<b>Total Teaching Positions</b>	11.4	100.0	90.8	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	1.0
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	1.0

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
<b>Total Out-of-Field Teachers</b>	0.0

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	16.6
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Journeys/Senderos Language Arts curriculum from HMH (in both English and Spanish) was adopted in Spring 2017, with purchase and implementation in 2017/18. The 2014 Mathematics adoption is from the most recent CCSS adoption. The Social Studies adoption of McGraw Hill a New Nation took place in Spring 2019 and our Foss Science curriculum was adopted in Spring 2020.

Year and month in which the data were collected

December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Journeys Language Arts Curriculum; 2017	Yes	0
<b>Mathematics</b>	Houghton-Mifflin Go Math; 2014	Yes	0
<b>Science</b>	FOSS; 2020	Yes	0
<b>History-Social Science</b>	McGraw Hill; 2019	Yes	0
<b>Foreign Language</b>	Senderos K-4 (Dual Immersion Language Arts Curriculum	Yes	0
<b>Health</b>	Sufficient		0
<b>Visual and Performing Arts</b>	Sufficient		0

## School Facility Conditions and Planned Improvements

Bell Hill was built in the 1950s. Additional classrooms (modular and portable) were added in the 1960s and again in the 1980s. In 2020 HVAC and roofing systems were upgraded. In 2021 a new MPR building and library was built. Bell Hill Academy has 10 classrooms and a media center which houses the computer lab and library. All rooms have handicap access. Proper facilities maintenance and campus supervision ensure that Bell Hill Academy is a safe, clean, and functional environment for learning.

One full-time and one part-time custodian keep the campus clean and safe for students. Classrooms and bathrooms are cleaned daily. A member of the janitorial crew is on site weekdays from 6 a.m. to 2:30 p.m., and 3:00 p.m. to 7 p.m. Bell Hill Academy is a closed campus, partially surrounded by chain link fencing. Students are supervised before, during, and after school at release time by staff members. Visitors must check in at the office and obtain a visitor badge in order to be allowed on campus during school hours. All district staff wear identification badges while on campus.

Year and month of the most recent FIT report

01/22/21

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Room 1: Carpet Room 7 : Linoleum Cracks Room 8: Cinder Block Shelves Room 9: Needs Cord Cover Room 12: Floor Tiles Cracked. Room 13: Rusted Ramp Workroom: Ceiling Tiles
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>		X		Room 9: Needs Chord Cover Room 11: Powerstrip into Extension Cord
<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			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	77	61	79.22	20.78	45.9
Female	36	27	75	25	59.26
Male	41	34	82.93	17.07	35.29
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	29	23	79.31	20.69	39.13
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	43	34	79.07	20.93	50
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	22	14	63.64	36.36	35.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	77	59	76.62	23.38	51.72
Female	36	26	72.22	27.78	73.08
Male	41	33	80.49	19.51	34.38
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	29	22	75.86	24.14	45.45
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	43	33	76.74	23.26	56.25
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	22	13	59.09	40.91	46.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	19.64	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

### B. Pupil Outcomes

#### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

Bell Hill Academy provides many opportunities for parent and family involvement. Parents are encouraged to volunteer in their child's classroom. Classroom volunteers may read with children, practice math facts, or share an expertise that enhances our Global Studies curriculum. Parents are also asked to chaperone activities and field trips. Parents are invited to sit on various committees or join school/district organizations. They may join the Parent Teacher Club or seek an elected position on the School Site Council. The parents of English Language Learners participate in the English Learner Advisory Committee at the school and district level. All parents are invited to conference with their child's teacher each year in the Fall. Several evenings are set aside for parents to visit Bell Hill Academy, including Orientation Night, Back to School Night, Open House, Dual Immersion meetings, Health Fair, Family Literacy Night and school performances. Support can be given through fundraising activities and donations. We solicit parent and family feedback on our programs annually through a survey that is available online or on paper. For more information on how to become involved, contact Gabriela Prado, Principal, at (530) 273-2281 or email: [gprado@gvsd.us](mailto:gprado@gvsd.us).

\*\*During the COVID-19 pandemic, Bell Hill Academy is following all health and safety guidelines from the CDPH and our local Nevada County Office of Public Health for the safe re-opening of schools.\*\*

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	226	211	24	11.4
Female	112	101	11	10.9
Male	114	110	13	11.8
American Indian or Alaska Native	6	6	0	0.0
Asian	4	4	1	25.0
Black or African American	3	3	0	0.0
Filipino	2	2	1	50.0
Hispanic or Latino	76	73	6	8.2
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	1	1	0	0.0
White	132	120	15	12.5
English Learners	24	23	3	13.0
Foster Youth	2	1	0	0.0
Homeless	6	5	2	40.0
Socioeconomically Disadvantaged	133	125	23	18.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	20	19	5	26.3

### C. Engagement

#### 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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	1.64	0.00	4.66	0.17	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.83	4.96	2.45
<b>Expulsions</b>	0.00	0.11	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021-22 School Safety Plan

The Board of Trustees recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The school has a comprehensive safety plan that is reviewed and updated at least once per school year. The Safety Plan is housed in the office and is available for review. The safety plan addresses preparedness for earthquake, fire, intruder on campus, bomb threat, chemical accident, civil disturbance, and severe storm. The campus is partially fenced. Visitors are required to sign in at the office and wear a badge. All staff wear identification badges while on campus. Key staff members are linked by two-way radios that are also linked throughout the district. All classrooms have phones and email capability. Several staff members have received first aid training. Staff members are assigned supervisory duty during all breaks, recesses, lunches, before and after school. The School Safety Plan is reviewed annually, and was reviewed, updated, and discussed with school faculty in January 2022.

\*\*During the COVID-19 pandemic, Bell Hill Academy is following all health and safety guidelines from the CDPH and our local Nevada County Office of Public Health for the safe re-opening of schools. Additionally, Bell Hill Academy has developed a School Site Specific Protection Plan that reflects these recommendations and is available to the public.\*\*

### D. Other SARC Information

### Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		2	
1	23		2	
2	23		2	
3	21		2	
4	22		2	
5				
6				

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		2	
1	25		2	
2	23		2	
3	22		2	
4	20	1	1	
5				
6				

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	1	
1	21	1	1	
2	22	1	1	
3	21		2	
4	18	1	1	
5				
6				

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	2030

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0.1
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	0.2
<b>Resource Specialist (non-teaching)</b>	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$8,955	\$1,223	\$7,733	\$66,422
<b>District</b>	N/A	N/A	\$9,416	\$74,184
<b>Percent Difference - School Site and District</b>	N/A	N/A	-19.6	-11.0
<b>State</b>			\$8,444	\$82,431
<b>Percent Difference - School Site and State</b>	N/A	N/A	-8.8	-21.5

## 2020-21 Types of Services Funded

Bell Hill Academy provides many programs and supplemental services. Among them are:

Local Control Funding Formula

Special Education (including Speech and Language)

The following additional programs are supported, although many are no longer funded or have been drastically reduced.

Title I, Part A – Low Income

Title II – Teacher Quality

Title II - Technology

Title IV –Safe and Drug Free Schools

Title V – Innovative Programs

English Language Learner Program

After School Tutoring

Economic Impact Aid (EIA)

School and Library Improvement Programs

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$51,029	\$51,450
<b>Mid-Range Teacher Salary</b>	\$69,613	\$80,263
<b>Highest Teacher Salary</b>	\$87,378	\$101,012
<b>Average Principal Salary (Elementary)</b>	\$100,712	\$128,082
<b>Average Principal Salary (Middle)</b>	\$111,490	\$132,453
<b>Average Principal Salary (High)</b>	\$0	\$134,792
<b>Superintendent Salary</b>	\$157,296	\$197,968
<b>Percent of Budget for Teacher Salaries</b>	34%	34%
<b>Percent of Budget for Administrative Salaries</b>	6%	6%

## Professional Development

Bell Hill has identified the following areas of focus for professional development: Professional Learning Communities, Social Emotional Learning, ongoing PBIS implementation, trauma-informed practices and continued articulation of the Dual Immersion Program. These areas are aligned with the GVSD Professional Development plan. The district's primary initiative for implementation is Multi-Tiered System of Support (MTSS). We are currently in our third of a five year implementation plan of MTSS, and the majority of professional development this year has focused on refining school systems for offering more effective academic, behavioral and social-emotional support.

Early release days every Wednesday provide teachers time to collaborate. Collaboration meetings focus on assessment data and student performance. Additionally, ten of the early release days are designated for professional learning. There were two additional professional learning days scheduled at the beginning of the year.

Professional learning opportunities include: trauma-informed practices, professional learning communities, data analysis, formative assessments, PBIS, best practices for Tier 1 classroom instruction such as Universal Design for Learning (UDL), and intervention strategies for learners who need extra time or support to learn grade level content.

Professional learning is provided by district and county staff, workshop attendance, curriculum trainers, and webinars.

Paraprofessional Intervention Support Staff receives professional development in strategies such as behavioral management, intervention strategies and data analysis.

The District budget includes monies for staff development, course fees, and related expenses. New teachers are required to participate in the Teacher Induction program, which involves many additional hours spent in professional activities during their first two years of teaching. Teacher Induction program fees are paid by the District.

All staff are regularly trained in emergency procedures and universal precautions through Public School Works.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	2	2

# Grass Valley

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Student Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

<b>District Name</b>	Grass Valley
<b>Phone Number</b>	(530) 273-4483
<b>Superintendent</b>	Andrew Withers
<b>Email Address</b>	awithers@gvgsd.us
<b>District Website Address</b>	www.gvgsd.us

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	797	497	62.36	37.64	34.01
Female	374	227	60.70	39.30	40.89
Male	423	270	63.83	36.17	28.25
American Indian or Alaska Native	14	8	--	42.86	--
Asian	11	9	81.82	18.18	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	187	126	67.38	32.62	22.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	11	50.00	50.00	18.18
White	554	337	60.83	39.17	38.92
English Learners	32	20	62.50	37.50	0.00
Foster Youth	--	--	--	--	--
Homeless	50	24	48.00	52.00	16.67
Military	--	--	--	--	--
Socioeconomically Disadvantaged	284	173	60.92	39.08	21.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	135	85	62.96	37.04	7.14

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	797	476	59.72	40.28	21.73
<b>Female</b>	374	218	58.29	41.71	23.85
<b>Male</b>	423	258	60.99	39.01	19.92
<b>American Indian or Alaska Native</b>	14	7	--	50.00	--
<b>Asian</b>	11	9	81.82	18.18	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	187	120	64.17	35.83	19.17
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	22	9	40.91	59.09	--
<b>White</b>	554	325	58.66		22.91
<b>English Learners</b>	32	19	59.38	40.62	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	50	18	36.00	64.00	11.11
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	284	162	57.04	42.96	10.56
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	135	79	58.52	41.48	10.26