



Bridgeville School

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Grades K-8
CDS Code 12-62729-6007710

SARC

2016-17
School Accountability
Report Card

Published in 2017-18



Bridgeville ESD

Bridgeville Elementary School District ▪ 38717 Kneeland Road Bridgeville, CA 95526 ▪ www.humboldt.k12.ca.us/bridgeville_sd



Principal's Message

During these trying economic times for small, rural schools, our school district continues to strive to provide as many services as possible to our students. We continue to offer small classes (average 11 students) with individualized instruction. In addition, we offer free breakfast, lunch and after-school snack programs. To meet the needs of all of our students, we continue to offer speech therapy, a Resource Specialist Program, an after-school program open until 6 p.m., classroom aides, home-to-school transportation, a reading assessment and support program, many enrichment and arts activities, a Gifted and Talented Education (GATE) program, student council, a music program, athletic teams, an annual eighth-grade trip, and a library program. We bring and use as many resources as we can to help each student live up to his or her potential.

School Mission Statement

Our mission is to teach students the academic, social and thinking skills necessary to become citizens who accept challenge, take responsibility for personal choices, and value themselves and others in a diverse world.

Parental Involvement

At Bridgeville School, we encourage parent volunteers to help in the classroom and with other activities, such as field trips, Field Day, dances and the Curriculum Fair. Teachers and the administrator are always accessible to talk with parents regarding their child's progress at school or any other parental concerns. We hold biannual parent-teacher conferences, monthly board of trustees meetings, monthly Booster Club meetings and monthly School Site Council meetings. Booster Club events happen throughout the year, and parent volunteers often work in the classrooms leading art and music sessions, sessions in the school garden, and volunteering in the after-school program. In addition, notes are sent home regularly to keep parents up-to-date on activities occurring at school.

For more information on how to become involved, please contact Superintendent/Principal John Blakely at (707) 777-3311 or jblakely@bridgevilleschool.org.

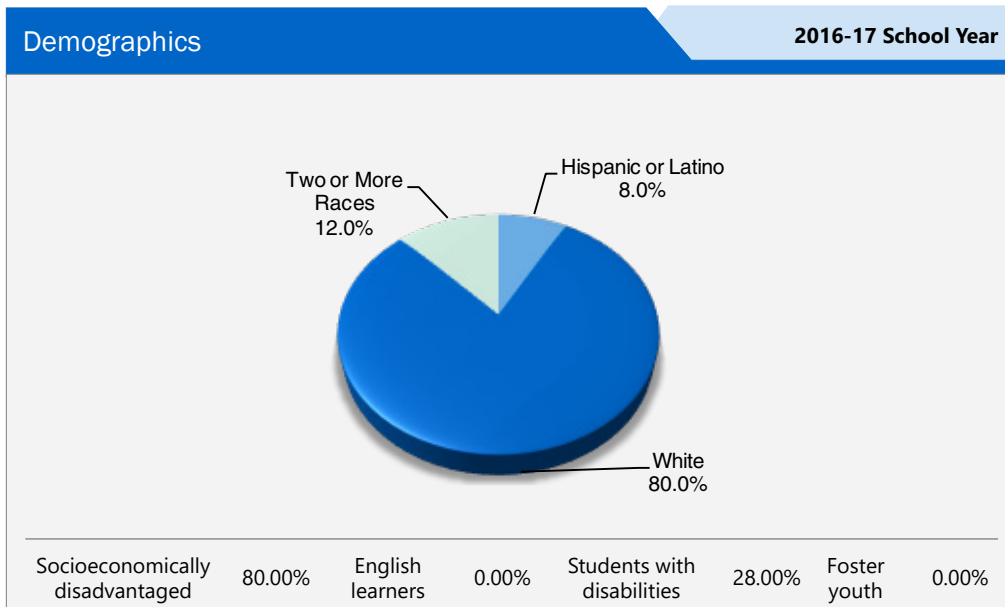
School Safety

A copy of the school safety plan is available in the office. Fire and evacuation drills are held monthly; earthquake and lockdown drills are held biannually.

The school safety plan was last reviewed, updated and discussed with the school faculty in April 2018. Key elements of the plan include monthly safety drills and the Crisis Intervention Plan. The school Wellness Plan and Illness and Injury Prevention Plan are also reviewed and updated annually.

Enrollment by Student Group

The total enrollment at the school was 25 students for the 2016-17 school year. The pie chart displays the percentage of students enrolled in each group.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



Board of Trustees

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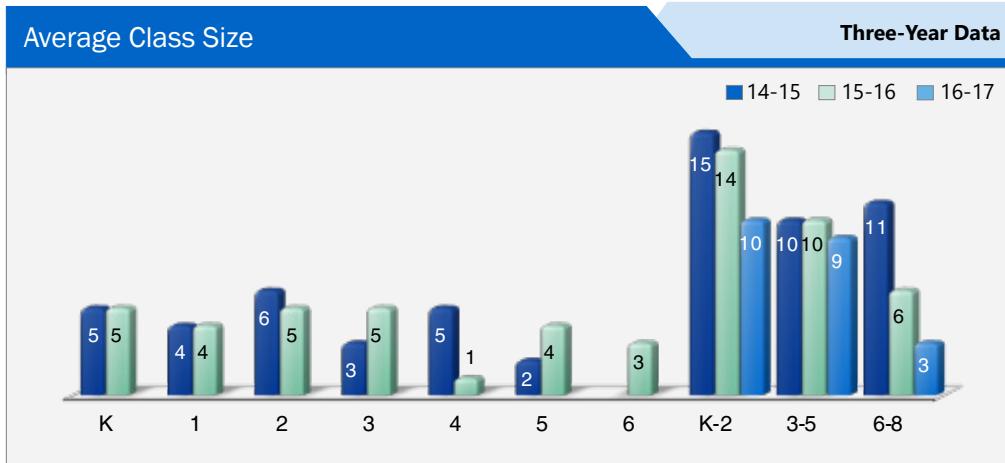
Bridgeville School Strategies

- We will maintain small class sizes
- We will build and promote a partnership with parents, students and community members
- We will nurture the character and self-esteem of each student
- We will develop a school community that celebrates diversity
- We will integrate creative arts into the curriculum
- We will support the school and Community Center partnership
- We will continue learning enthusiastically



Class Size Distribution

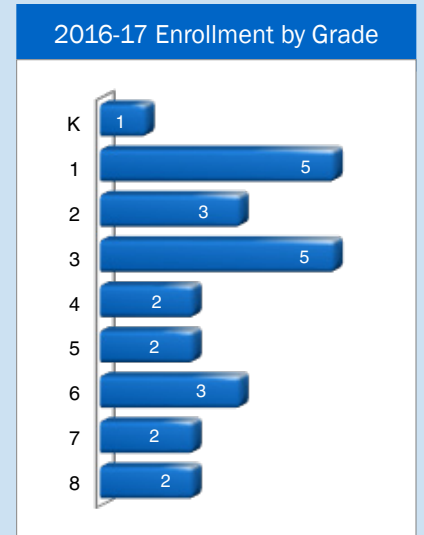
The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



Grade	Three-Year Data								
	2014-15			2015-16			2016-17		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1			1					
1	1			1					
2	1			1					
3	1			1					
4	1			1					
5	1			1					
6	1			1					
K-2	1			1			1		
3-5	1			1			1		
6-8	1			1			1		

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2016-17 school year.



Types of Services Funded

The school offers interscholastic athletics; educational field trips which include transportation; special presentations (such as Chamber Readers, performances by Dell'Arte International, Storytellers, author visits and more); Science Fair participation; History Day participation; many Gifted and Talented Education (GATE) activities; a daily after-school program until 6 p.m.; and harp lessons, guitar lessons, chorus, band, and enrichment music. A complete budget is available for inspection in the school office.

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

	Three-Year Data								
	Bridgeville ES			Bridgeville ESD			California		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Suspension rates	8.3%	0.0%	0.0%	8.3%	0.0%	0.0%	3.8%	3.7%	3.6%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The table shows the percentage of students scoring at proficient or advanced.

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.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Bridgeville ES		Bridgeville ESD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
Science	❖	❖	❖	❖	56%	54%

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Bridgeville ES		Bridgeville ESD		California	
Subject	15-16	16-17	15-16	16-17	15-16	16-17
English language arts/literacy	59%	33%	59%	33%	48%	48%
Mathematics	47%	33%	47%	33%	36%	37%

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2017-18 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2016-17 school year and were "In PI" in 2016-17 will retain their same PI status and placement year for 2017-18. Schools and districts receiving Title I, Part A funding for the 2016-17 school year and either had a status of "Not in PI" for the 2016-17 school year or did not receive Title I, Part A funding in the 2015-16 school year will have a status of "Not in PI" for the 2017-18 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2017-18 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2017-18 School Year
	Bridgeville ES	Bridgeville ESD
Program Improvement status	Not In PI	Not In PI
First year of Program Improvement	❖	❖
Year in Program Improvement	❖	❖
Number of schools currently in Program Improvement		0
Percentage of schools currently in Program Improvement		0.00%

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

❖ Not applicable. The school and district are not in Program Improvement.

California Assessment of Student Performance and Progress (CAASPP)

For the 2016-17 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-8.

The "percentage 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.

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.

CAASPP Results by Student Group: English Language Arts and Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards				2016-17 School Year
English Language Arts				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	13	12	92.31%	33.33%
Male	❖	❖	❖	❖
Female	❖	❖	❖	❖
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	11	10	90.91%	30.00%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	13	12	92.31%	33.33%
Male	❖	❖	❖	❖
Female	❖	❖	❖	❖
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	11	10	90.91%	30.00%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

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

Textbooks and Instructional Materials

The district was current in all textbook-adoption areas as of October 2017. Each pupil has access to his or her own copy of standards-aligned textbooks and instructional materials in the core curriculum areas of reading/language arts, mathematics, science and history/social science.

State-adopted Common Core State Standards-based instructional grade-appropriate materials in good condition are available to all students. Material sufficiency and quality are addressed at the beginning of each school year. Any needed materials are purchased in September of each school year.

All students have access to their own textbooks and instructional materials to use in class and to take home.

Textbooks and Instructional Materials List		2017-18 School Year
Subject	Textbook	Adopted
English language Arts	Houghton Mifflin Reading (K-2)	2016
English language Arts	<i>Reach for Reading</i> , National Geographic (3-5)	2016
English language Arts	<i>The Language of Literature</i> , McDougal Littell (6-8)	2016
Mathematics	<i>Progress in Mathematics</i> , Sadlier-Oxford; CCSS (K-2)	2014
Mathematics	<i>My Math</i> , McGraw-Hill; CCSS (3-5)	2014
Mathematics	<i>Core Connections</i> , Courses 1-3; CPM (6-8)	2014
Science	<i>California Science</i> , Houghton Mifflin (K-2)	2014
Science	<i>FOSS Science Resources</i> (3-5)	2014
Science	<i>Focus on Science</i> , CPO (6-8)	2014
History/social science	<i>California Vistas</i> , McGraw-Hill (K-2)	2013
History/social science	<i>California/U.S.A. Studies Weekly</i> , American Legacy Publishing (3-5)	2013
History/social science	<i>History Alive!</i> , TCI (6-8)	2013

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2017-18 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes



"Our mission is to teach students the academic, social and thinking skills necessary to become citizens who accept challenge, take responsibility for personal choices, and value themselves and others in a diverse world."

Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject		2017-18 School Year
Bridgeville ES	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	0%	
Foreign language	0%	
Health	0%	

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2017-18 School Year	
Data collection date	10/10/2017

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2017-18 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Fair	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Good	
Date of the most recent school site inspection	2/20/2018	
Date of the most recent completion of the inspection form	2/20/2018	

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs			2017-18 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action	
External	The roof needs repair. Replace the roof above room 5.	Spring 2018	

School Facilities

Bridgeville School is a one-school district with eight classrooms, a gym/cafeteria, adjoining community center, library, music room, athletic field and an associated Head Start program. The main building was built in 1984.

The school keeps students safe on school grounds before, during and after the school day by providing adequate monitoring of students during these times by school personnel and by providing an after-school program until 6 p.m. each evening.

The school buildings are relatively new and in good repair. The school grounds are in good condition. Our school custodian cleans the school each weekday evening.

The Williams case settlement specified Facility Inspection Tool (FIT) is used annually to assess the condition of school facilities. The last inspection was completed on February 20, 2018.

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



California Physical Fitness Test

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

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

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Meeting Fitness Standards

2016-17 School Year

Grade 5

Four of six standards ❖

Five of six standards ❖

Six of six standards ❖

Grade 7

Four of six standards ❖

Five of six standards ❖

Six of six standards ❖

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	Bridgeville ESD	Bridgeville ES		
Teachers	17-18	15-16	16-17	17-18
With a full credential	2.3	3.3	3.3	2.3
Without a full credential	0	0	0	0
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Bridgeville ES		
Teachers	15-16	16-17	17-18
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0



Professional Development

Due to the small size of our school and the wide grade span (three classrooms with grades K-8), teachers are encouraged to develop professional development goals that will help them accelerate the learning of their students. To this end, the district provides an opportunity for five annual buyback days and covers the registration and mileage costs for teachers to attend local trainings offered by the Humboldt County Office of Education. Teachers attend trainings that will directly help them in their classroom and that are targeted at current student needs. Most recently, professional development focus has been on Common Core State Standards (CCSS) curriculum and instructional methods as well as classroom-management skills. The principal encourages teachers to partake in professional development opportunities and provides resources to implement the tools acquired in such professional development. We also have professional development opportunities and staff trainings provided on-site during our early release Wednesdays.

Professional Development Days	Three-Year Data		
	2015-16	2016-17	2017-18
Bridgeville ES	5 days	5 days	5 days



Academic Counselors and School Support Staff

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

Academic Counselors and School Support Staff Data	
2016-17 School Year	
Academic Counselors	
FTE of academic counselors	0.0
Average number of students per academic counselor	✧
Support Staff	
Social/behavioral counselor	0.0
Career development counselor	0.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.3
Psychologist	0.0
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	0.2
Resource specialist (nonteaching)	0.2

Financial Data

The financial data displayed in this SARC is from the 2015-16 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

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

District Salary Data		2015-16 Fiscal Year	
	Bridgeville ESD	Similar Sized District	
Beginning teacher salary	◇	\$42,598	
Midrange teacher salary	◇	\$62,232	
Highest teacher salary	◇	\$80,964	
Average elementary school principal salary	◇	\$102,366	
Average middle school principal salary	◇	\$104,982	
Superintendent salary	◇	\$117,868	
Teacher salaries: percentage of budget	25%	32%	
Administrative salaries: percentage of budget	11%	7%	

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2015-16 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
Bridgeville ES	\$13,055	\$45,025	
Bridgeville ESD	\$13,055	\$45,025	
California	\$6,574	\$82,770	
School and district: percentage difference	◇	◇	
School and California: percentage difference	+98.6%	-45.6%	

◇ Information is not available at this time.

◆ The percentage difference does not apply to single-site districts.

School Financial Data

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

School Financial Data	
2015-16 Fiscal Year	
Total expenditures per pupil	\$17,355
Expenditures per pupil from restricted sources	\$4,300
Expenditures per pupil from unrestricted sources	\$13,055
Annual average teacher salary	\$45,025



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of November 2017.

School Accountability Report Card

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