

# Bellevue Elementary School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Bellevue Elementary School
<b>Street</b>	1020 Bellevue Rd.
<b>City, State, Zip</b>	Atwater, CA 95301
<b>Phone Number</b>	(209) 357-6140
<b>Principal</b>	Tiffani Gong
<b>E-mail Address</b>	tgong@aesd.edu
<b>Web Site</b>	<a href="http://www.be-atwater-ca.schoolloop.com/">http://www.be-atwater-ca.schoolloop.com/</a>
<b>CDS Code</b>	24-65631-6025324

<b>District Contact Information</b>	
<b>District Name</b>	Atwater Elementary School District
<b>Phone Number</b>	(209) 357-6100
<b>Superintendent</b>	Dr. Sandra Schiber
<b>E-mail Address</b>	sschiber@aesd.edu
<b>Web Site</b>	www.aesd.edu

### **School Description and Mission Statement (School Year 2017-18)**

Bellevue Elementary School is a K-6 school serving approximately 633 students. It is located in the community of Atwater just off Highway 99. It is one of ten schools in the Atwater Elementary School District.

Many of our students are learning English as a second language, therefore teaching language and reading is a high priority. Bellevue prides itself on its high standards of success for all students.

As part of the Atwater Elementary School District, Bellevue School is committed to providing a high quality academic core program in an educational environment that promotes each student's intellectual, ethical, emotional, social and physical growth and that prepares each student to become a productive and responsible citizen.

Students who are identified as needing remediation and additional support in English Language Arts and Math are targeted for academic intervention. The administrative staff and school leadership team closely monitor the implementation and effectiveness of the academic program by reviewing student work, observing teaching practices, analyzing test results, and providing direct feedback to staff, students and parents.

### **Student Enrollment by Grade Level (School Year 2016-17)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	100
<b>Grade 1</b>	84
<b>Grade 2</b>	81
<b>Grade 3</b>	86
<b>Grade 4</b>	84
<b>Grade 5</b>	97
<b>Grade 6</b>	94
<b>Total Enrollment</b>	626

### Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	1.1
Asian	3.4
Filipino	0.8
Hispanic or Latino	80.8
Native Hawaiian or Pacific Islander	0.3
White	7.8
Two or More Races	3.2
Socioeconomically Disadvantaged	96
English Learners	47.6
Students with Disabilities	9.3
Foster Youth	0.6

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	23	28	32	214
Without Full Credential	0	0	3	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: December 2017

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 Wonders/Houghton Mifflin Harcourt 2016 6-8 Study Sync/McGraw Hill 2016 4-8 Read 180 HMH Intervention Solutions 2012	Yes	0
Mathematics	K-5 EnvisionMATH/Pearson 2015 6-8 California Math, Courses 1, 2, and 3/McGraw Hill	Yes	0
Science	K-6 Pearson/Scott Foresman California Science 2008	Yes	0
History-Social Science	K-5 McMillan/McGraw Hill California Vistas 2007 6 Holt California Social Studies 2007	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Bellevue School has 35 classrooms, one library, one building for support personnel, one cafeteria and kitchen facility, and one office complex. Three custodians clean these facilities and restrooms daily and handle minor repairs. Sixteen primary classrooms have undergone major remodeling and a new fire alarm and intrusion system were installed. During the summer of 2005, Bellevue School received modernization in the intermediate classrooms (4th-6th grades), the school office, and in bathrooms in order to be ADA compliant. At this time a school-wide expansion project brought an additional kindergarten building (which houses four classrooms), a new library, and six middle school classrooms were added. A second project – re-figuring the school parking lot, also completed in August of 2005, ensures a safer driveway, parking areas and bus loading zones for students, parents and staff. A new school gym was built in the summer on 2012 and the installation of a centralized/computerized centrally controlled HVAC system was installed alongside with upgraded light fixtures to improve energy efficiency at the end of the 2013 school year. During the summer of 2014 a new roof was built on sixth wing. At the start of the 2016 school year a new school track was completed. These projects ensure the school provides safe, clean and adequate facilities.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 10/18/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 10/18/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Interior:</b> Interior Surfaces	X			Room 1: ROOF LEAK STAINED CEILING TO BE ADDRESSED VIA WO. Room 6: REPLACE BROKEN CEILING TILE AND LIGHT COVER Room 10: OLD CARPET RECOMMEND REPLACEMENT (FUTURE PROJECT). Room 14: ROOM DOOR LEAK/INFILTRATION, RECOMMENDED DOOR SWEEP. Preschool: ELECTRICAL PLUG COVERS NEEDED, WINDOW REPAIR ON DATE OF INSPECTION.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 10/18/2017				
Overall Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	33	33	44	48	48	48
Mathematics (grades 3-8 and 11)	23	24	31	33	36	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 by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	366	365	99.73	33.15
Male	188	188	100	27.13
Female	178	177	99.44	39.55
Black or African American	13	13	100	23.08
Hispanic or Latino	294	293	99.66	32.42
White	32	32	100	37.5
Two or More Races	11	11	100	36.36
Socioeconomically Disadvantaged	356	355	99.72	32.39
English Learners	235	234	99.57	32.91
Students with Disabilities	50	50	100	12

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	366	366	100	24.32
Male	188	188	100	22.34
Female	178	178	100	26.4
Black or African American	13	13	100	7.69
Hispanic or Latino	294	294	100	24.15
White	32	32	100	31.25
Two or More Races	11	11	100	18.18
Socioeconomically Disadvantaged	356	356	100	23.31
English Learners	235	235	100	23.83
Students with Disabilities	50	50	100	10

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	41	46	54	50	60	56

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

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

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

**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 areas of physical education.

**California Physical Fitness Test Results (School Year 2016-17)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	26	24	18.8

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.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

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

There are continuing opportunities for parent involvement at Bellevue School, offered in both English and Spanish. Our School Site Council, which includes membership of staff and parents, oversees and develops the school site plan. The English Language Advisory Council provides parents of English Learners a format for input and participation. Another committee with parent membership includes our parent volunteers, that work closely with our student leadership. We offer Parent Knowledge Nights, Family Movie Nights, and other family events to encourage participation and involvement in school activities. Parents volunteer regularly at the school in classrooms, the library, or other school-organized events. In collaboration with outside organizations we offer many opportunities including but not limited to healthy dietary habits and parenting approaches related to supporting educational progress.

For more information, contact the school at 357-6140.

### 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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	5.61	4.68	7.88	4.32	4.16	5.35	3.79	3.65	3.65
Expulsions	0	0	0	0.13	0	0.07	0.09	0.09	0.09

#### School Safety Plan (School Year 2017-18)

School safety training is conducted with all staff on an annual basis. Monthly fire drills are conducted school-wide. School-wide lock down/"intruder", earthquake, and bus evacuation drills are held to prepare students and staff for real life emergency scenarios.

The School Safety Plan is revised annually with input from staff, parents, the School Resource Officer, and district office administration. The Safety Plan has been developed to help provide the students at Bellevue School an experience which focuses on success in both academic and social settings, and which provides an environment which is socially and emotionally safe.

Safety Plan was reviewed and approved on November 14, 2017.



## D. Other SARC Information

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

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2004-2005
Year in Program Improvement*	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	55.6

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	26		4		26		4		25	1	3	
1	27		3		26		3		24		3	
2	24		4		26		3		22	1	3	
3	22	1	3		26		4		20	3	1	
4	31		3		31		3		22	1	3	
5	28		3		26	1	3		32		2	1
6	30		3		28		3		24	1	3	
Other	9	1			4	1			6	1		

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

### Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.33	N/A
Social Worker	0	N/A
Nurse	0.25	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	2	N/A
Other	1	N/A

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

\*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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$4,002.00	\$358.00	\$3,644.00	\$70,019.46
District	N/A	N/A	\$3494.89	\$75,409
Percent Difference: School Site and District	N/A	N/A	4.3	1.4
State	N/A	N/A	\$6,574	\$74,194
Percent Difference: School Site and State	N/A	N/A	-22.3	4.1

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

**Types of Services Funded (Fiscal Year 2016-17)**

Atwater Elementary School District receives a variety of State and Federal funds that are designed to further support the needs of our students. Funds are allocated on a yearly basis based on student population and needs at each individual site. Listed below are the types of funds AESD receives.

Federal Programs:

Title I, Part A

Title III, LEP

State Programs:

After School Education and Safety (ASES)

General and Categorical funding are strategically used to increase student learning results. Categorical funds are used to support goals and action plans in the Single Plan for Student Achievement.

Expenses include, but are not limited to, staff professional development, supplemental instructional materials, technology, and extended day learning opportunities for students.

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,212	\$47,034
Mid-Range Teacher Salary	\$72,302	\$73,126
Highest Teacher Salary	\$91,818	\$91,838
Average Principal Salary (Elementary)	\$106,645	\$116,119
Average Principal Salary (Middle)	\$107,835	\$119,610
Average Principal Salary (High)		\$115,194
Superintendent Salary	\$175,546	\$178,388
Percent of Budget for Teacher Salaries	36%	37%
Percent of Budget for Administrative Salaries	5%	6%

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

## Professional Development (Most Recent Three Years)

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Teachers participate in two grade level collaboration trainings each year. They are also released by substitute teachers to receive additional training during the school year for academic conferencing. After school and summer optional trainings are also offered. During the last four school years, teachers have been provided on-going professional development in the areas of Strategic Schooling Strategies, Effective Instruction for English Learners, Technology, and Writing. New professional development sessions for teachers this year focused on additional training in the new ELA adoption, Depth of Knowledge and training regarding CAASPP scoring. The district has four instructional coaches to help all teachers in the following areas, ELA, ELD, Math and Assessments, and Technology. School sites participate in site specific professional development, based on their data, during weekly Professional Collaboration (PC) meetings. All schools participate in grade level academic conferencing pull out days for teachers to discuss student progress, data, and future instruction based upon the data gathered. In total, each grade level has a minimum 2 full pull out days a year. In addition, new teachers to the district receive another layer of support with the Induction Program. This includes two days of trainings, after-school trainings, visiting other classrooms in the district with their induction mentor.