

Bellevue Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

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

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

School Description and Mission Statement (School Year 2018-19)

Bellevue Elementary School is a TK-6 school serving approximately 681 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 reading and promoting the use of academic language 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 physical, intellectual, emotional, and social 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 assessment data, and providing direct feedback to staff, students and parents.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	122
Grade 1	83
Grade 2	89
Grade 3	89
Grade 4	91
Grade 5	83
Grade 6	99
Total Enrollment	656

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	1.5
Asian	2.6
Filipino	0.2
Hispanic or Latino	83.1
Native Hawaiian or Pacific Islander	0.3
White	7.0
Socioeconomically Disadvantaged	98.3
English Learners	44.4
Students with Disabilities	12.2
Foster Youth	0.9

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.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	28	32	24	202.5
Without Full Credential	0	3	6	32
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: December 2018

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
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

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. The main school parking lot was again reconfigured in 2018. 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: 11/15/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Room K1: A few tiles show some moisture damage Room K3: Carpet has stains but intact. Room 9: Stained ceiling tiles. Room 24: Carpet showing seams and needs some repair.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Room 1: Drinking fountain/faucet is slow; work order submitted. Room 24: Drinking fountain not working, work order submitted.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/15/2018	
Overall Rating	Exemplary

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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	33.0	38.0	48.0	47.0	48.0	50.0
Mathematics (grades 3-8 and 11)	24.0	27.0	33.0	35.0	37.0	38.0

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.

Note: ELA and 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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	370	357	96.49	38.10
Male	184	178	96.74	31.46
Female	186	179	96.24	44.69
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	304	293	96.38	35.49
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	25	96.15	56.00
Two or More Races	13	13	100.00	46.15
Socioeconomically Disadvantaged	364	351	96.43	37.32
English Learners	232	220	94.83	35.00
Students with Disabilities	49	49	100.00	18.37
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	370	369	99.73	27.37
Male	184	183	99.46	24.04
Female	186	186	100	30.65
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	304	304	100	26.64
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	26	100	34.62
Two or More Races	13	13	100	23.08
Socioeconomically Disadvantaged	364	363	99.73	26.45
English Learners	232	232	100	25.86
Students with Disabilities	49	49	100	14.29
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

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

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.3	35.3	37.6

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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

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 Team. 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 parent literacy, 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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	4.7	7.9	1.6	4.2	5.4	3.8	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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 Elementary School an experience which focuses on success in both academic and social settings, and provides an environment which is socially and emotionally safe.

Safety Plan was reviewed and approved on November 13, 2018.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16			2016-17			2017-18					
	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		25	1	3		26		5	
1	26		3		24		3		25		3	
2	26		3		22	1	3		22		4	
3	26		4		20	3	1		27		3	
4	31		3		22	1	3		25	1		2
5	26	1	3		32		2	1	33			3
6	28		3		24	1	3		33			3
Other	4	1			6	1			5	2		

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

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

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 (non-teaching)	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 2016-17)

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	\$77,176
Percent Difference: School Site and District	N/A	N/A	4.3	1.4
State	N/A	N/A	\$7,125	\$76,046
Percent Difference: School Site and State	N/A	N/A	-22.3	4.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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 School 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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,323	\$48,064
Mid-Range Teacher Salary	\$75,917	\$75,417
Highest Teacher Salary	\$96,209	\$94,006
Average Principal Salary (Elementary)	\$117,785	\$119,037
Average Principal Salary (Middle)	\$112,195	\$123,140
Average Principal Salary (High)	\$0	\$135,974
Superintendent Salary	\$179,057	\$183,692
Percent of Budget for Teacher Salaries	35.0	36.0
Percent of Budget for Administrative Salaries	5.0	6.0

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)

Teachers participate in grade level collaboration trainings each year. They are also released by substitute teachers to receive additional training during the school year. After school and summer optional trainings are also offered. During the last three school years, teachers have been provided on-going professional development in the areas of: objectives, Depth of Knowledge, class engagement, CAASPP and ELPAC assessments, English Language Development, reading trainings, Illuminate platform for district assessments, and special education. Professional development sessions for teachers this year focused on Next Generation Science Standards (NGSS), Mathematical Mindset and Mathematic Number Talks.

The district has three instructional coaches to help all teachers with ELA, assessments and technology. School sites participate in site specific professional development, based on their data, during weekly Professional Learning Communities (PLC) 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 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.