

# **Bellevue Senior Elementary School**

## **School Accountability Report Card**

### **Reported Using Data from the 2018-19 School Year**

#### **Published During 2019-20**

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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**

#### **School Contact Information (School Year 2019-20)**

<b>Entity</b>	<b>Contact Information</b>
<b>School Name</b>	Bellevue Senior 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>Email Address</b>	tgong@aesd.edu
<b>Website</b>	<a href="http://be-atwater-ca.schoolloop.com/">http://be-atwater-ca.schoolloop.com/</a>
<b>County-District-School (CDS) Code</b>	24656310126771

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

### School Description and Mission Statement (School Year 2019-20)

Bellevue Senior Elementary School is a 7-8 school serving approximately 200 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 2018-19)

Grade Level	Number of Students
<b>Grade 7</b>	103
<b>Grade 8</b>	108
<b>Total Enrollment</b>	211

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
<b>Black or African American</b>	5.2
<b>Asian</b>	3.3
<b>Hispanic or Latino</b>	80.6
<b>Native Hawaiian or Pacific Islander</b>	0.9
<b>White</b>	7.6
<b>Two or More Races</b>	2.4
<b>Socioeconomically Disadvantaged</b>	91.9
<b>English Learners</b>	21.8
<b>Students with Disabilities</b>	14.7
<b>Foster Youth</b>	0.5
<b>Homeless</b>	1.9

## 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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	3	7	4	207.95
Without Full Credential	0	4.5	4	24.5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	6-8 Holt Literature and Language Arts 2011 6-8 Student Sync/McGraw Hill 2016 4-8 Read 180 HMH Intervention Solutions 2012	Yes	0
Mathematics	6-8 California Math, Courses 1, 2, and 3/McGraw Hill 2015 7 Math Accelerated /Glencoe 8 Integrated Math 1, Houghton Mifflin Harcourt 2017	Yes	0
Science	Glencoe Focus on Science 2007	Yes	0
History-Social Science	Holt California Social Studies 2007	Yes	0

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

Bellevue Senior shares a campus with Bellevue Elementary. All together there are 35 classrooms, one library, one building for support personnel, one cafeteria and kitchen facility, and one office complex. Four 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) located on campus, 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 of 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 in 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 to improve traffic flow. New roofing was completed on the kindergarten and intermediate wing classrooms in the summer of 2019 as a part of the district maintenance plan. 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

**Year and month of the most recent FIT report:** 11/20/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	38	41	47	48	50	50
Mathematics (grades 3-8 and 11)	23	22	35	35	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	204	204	100.00	0.00	40.69
Male	110	110	100.00	0.00	33.64
Female	94	94	100.00	0.00	48.94
Black or African American	11	11	100.00	0.00	36.36
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	161	161	100.00	0.00	36.02
Native Hawaiian or Pacific Islander	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	19	19	100.00	0.00	57.89
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	185	185	100.00	0.00	37.30
English Learners	98	98	100.00	0.00	21.43
Students with Disabilities	32	32	100.00	0.00	9.38
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	204	204	100.00	0.00	22.06
Male	110	110	100.00	0.00	20.00
Female	94	94	100.00	0.00	24.47
Black or African American	11	11	100.00	0.00	27.27
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	161	161	100.00	0.00	19.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	19	19	100.00	0.00	26.32
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	185	185	100.00	0.00	19.46
English Learners	98	98	100.00	0.00	8.16
Students with Disabilities	32	32	100.00	0.00	3.13

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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 2018-19)

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
7	24.0	25.0	27.0

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2019-20)

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 Plan for Student Achievement. 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.

Community volunteers are available to provide assistance both in and out of the classroom which include parents, high school volunteers, Rotary members; local businesses may support by providing volunteers or motivational materials for students; the City of Atwater has supported by maintaining common walls (graffiti abatement) and the use of city parks and recreation facilities for school use. Two Community Outreach Coordinators are specifically assigned to the site to support family and community members.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	16.9	7.5	8.0	5.3	3.8	3.1	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1



## School Safety Plan (School Year 2019-20)

The School Safety Plan is revised annually by the Safety Team with input from staff, parents, the School Resource Officer, and district office administration. During the revision process an assessment of current school safety is completed using data from staff, students, and parents. The Bellevue School 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.

School safety trainings are conducted with all students 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 outlines detailed safety procedures to follow in each of these areas.

Members of the Atwater Elementary School Board reviewed the Bellevue Safety Plan on October 8, 2019. The Bellevue Safety Plan was reviewed by the site team on October 23, 2019. The Atwater Elementary School Board approved the plan on November 12, 2019.

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

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	23	4	4	1	23	4	3	1	29		8	3
Mathematics	27	1	5	1	17	9	2	2	23	5	5	4
Science									32		3	1
Social Science	24	2	5	1	23	4	2	2	26	2	4	2

\*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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	\$3494.89	\$78,946.00
Percent Difference - School Site and District	N/A	N/A	-100.0	-100.0
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-100.0	-100.0

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 2018-19)

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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,653	\$49,378
Mid-Range Teacher Salary	\$78,195	\$77,190
Highest Teacher Salary	\$98,975	\$96,607
Average Principal Salary (Elementary)	\$119,785	\$122,074
Average Principal Salary (Middle)	\$121,408	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$182,638	\$189,346
Percent of Budget for Teacher Salaries	34%	36%
Percent of Budget for Administrative Salaries	4%	6%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	4	4

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 focus on English Language Learners and Math Number Talks.

The district has three instructional coaches to help all teachers with ELA and Math assessments. 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.