



Bell Avenue Elementary School

1900 Bell Avenue • Sacramento, CA 95838-3009 • 916.922.0202 • Grades K-6

Lisa Hall, Principal

lhall@robla.k12.ca.us

<http://bell.robla.k12.ca.us/>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Robla Elementary School District

5248 Rose Street
Sacramento, CA 95838-1633
916.649.5248
www.robla.k12.ca.us

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School Description

Bell Avenue School is part of the Robla School District, which consists of five elementary schools and one preschool program, serving about 2,000 students. The district is located within the City of Sacramento, northeast of the central city. The Robla School District was originally established as the Oak Grove School District in the early 1890s. The district's name was changed to Robla School District in 1916. Robla is a derivative of the Spanish word "roble" which means "cluster of British Oak trees." During the past school year, Bell Avenue School served 470 students in grades kindergarten through six on a traditional schedule.

Principal's Message

Bell Avenue School has an outstanding staff that is dedicated to recognizing each student's educational and social potential. Everyone strives to maintain a positive and caring environment where students can learn and grow. Bell Avenue School emphasizes a sense of school spirit and community as well as academic success. Our school provides an ideal environment for students to reach their highest academic potential. Our school's instructional focus is on a strong, academic curriculum and good citizenship at all grade levels. The faculty strives to provide students with an enriched, diverse curriculum, including art, technology, and physical education. We are committed to excellence in pursuing academic achievement, and in helping our students to become responsible citizens in their community. We recognize that parents are our students' first teachers and we value their role in our school. Our motto, "Be Your Best at Bell," recognizes our hopes and commitment to each one of our students.

District Vision Statement

Every student reaches their potential in a growth-minded environment rich in challenging practices and reflective learning for all.

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	64
Grade 1	74
Grade 2	67
Grade 3	70
Grade 4	60
Grade 5	53
Grade 6	53
Total Enrollment	441

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	6.8
American Indian or Alaska Native	1.8
Asian	20.9
Filipino	2.3
Hispanic or Latino	44.9
Native Hawaiian or Pacific Islander	3.2
White	19
Two or More Races	0.9
Socioeconomically Disadvantaged	90.5
English Learners	41
Students with Disabilities	10.2
Homeless	16.1

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 for Bell Avenue	17-18	18-19	19-20
With Full Credential	28	29	29
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Robla Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	118
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Bell Avenue Elementary School

Indicator	17-18	18-19	19-20
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)

Robla Elementary School District held a public hearing on August 29, 2019 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials

Year and month in which data were collected: 2019 August

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw-Hill/2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Pearson/2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Harcourt/2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Grades TK-5: Scott Foresman/2006; Grade 6: Prentice Hall/2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Bell Avenue School was originally constructed in 1948 and has since undergone complete modernization. Eleven portable buildings were added to the campus between 1996 and 1998. All facilities also received new roofing in 2007. The school is currently comprised of 23 classrooms (including portables), a multi-purpose room, a library, an art room, an administrative office, and two playgrounds. The chart displays the results of the most recent school facilities inspection.

Major construction projects are scheduled to take place at Bell Avenue School during the 2020-2021 school year. A new two-story building will house classrooms, the school office, and the school library. Portable classrooms will be demolished. All classrooms in permanent wings at the school will be modernized and brought up to the "21st Century Classroom" standard.

Cleaning Process: Bell Avenue School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The Principal works daily with two custodians to develop cleaning schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair: A scheduled maintenance program is administered by Bell Avenue School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the district to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 2019 August

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	38	42	35	36	50	50
Math	30	34	27	27	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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	37.9	22.4	6.9

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	240	237	98.75	41.77
Male	123	122	99.19	40.16
Female	117	115	98.29	43.48
Black or African American	13	13	100.00	23.08
American Indian or Alaska Native	--	--	--	--
Asian	43	43	100.00	34.88
Filipino	--	--	--	--
Hispanic or Latino	117	117	100.00	44.44
Native Hawaiian or Pacific Islander	--	--	--	--
White	52	49	94.23	44.90
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	216	213	98.61	41.31
English Learners	124	123	99.19	39.02
Students with Disabilities	21	21	100.00	4.76
Homeless	37	36	97.30	2.70

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	240	237	98.75	34.18
Male	123	122	99.19	36.07
Female	117	115	98.29	32.17
Black or African American	13	13	100.00	15.38
American Indian or Alaska Native	--	--	--	--
Asian	43	43	100.00	37.21
Filipino	--	--	--	--
Hispanic or Latino	117	117	100.00	28.21
Native Hawaiian or Pacific Islander	--	--	--	--
White	52	49	94.23	46.94
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	216	213	98.61	34.27
English Learners	124	123	99.19	30.08
Students with Disabilities	21	21	100.00	14.29
Homeless	37	36	97.30	2.70

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.

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)

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

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

The district receives a tremendous amount of parent and community support. The District Advisory Council (DAC) serves as a forum for parents who wish to be actively involved in district-level decision-making at Bell Avenue School.

Parents may also be active at the school by volunteering in the classroom, chaperoning field trips, assisting at school activities, or sitting on committees such as School Site Council, English Language Advisory Committee (ELAC), and PTC. If you would like more information in becoming involved at your child's school, please contact Lisa Hall, Principal, at (916) 922-0202.

The Robla Education Foundation, in partnership with the school community and local businesses, provides resources to support and enrich safe and effective education and social opportunities for children and families in the diverse Robla community.

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.

School Safety Plan

Bell Avenue School strives to maintain a safe, healthy, nurturing and orderly school campus that encourages positive attitudes in students and staff. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch and after school. Supervision is a responsibility shared among playground supervisors, parents, teachers, and the administration. Gates are locked at the start of the school day except for the gate at the main entrance. All visitors to the campus must present an I.D. in at the office and wear a visitors pass at all times.

The School Site Safety Plan is revised annually each March by the Safety Committee; results are reviewed immediately with all staff, both certificated and classified. Key elements of the plan focus on disaster preparedness and staff response during an emergency. Emergency drills are held on a regular basis; fire drills are held once a month, earthquake drills are held twice a year, and lockdown drills are scheduled four times a year.

Students at Bell Avenue School are guided by the PBIS (Positive Behavior Intervention and Support) system that promotes acting respectfully, responsibly and safely. Students are taught to ask themselves, "Is what I'm doing good for myself? Is what I'm doing good for others?" The goal of Bell Avenue's PBIS program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through a Parent/Teacher/Student Compact, assemblies, a parent handbook and newsletters. Bell Avenue students have specific norms for how to behave responsibly, respectfully, and safely. The table displays the suspensions and expulsions figures for the school, district and state. Expulsions occur only when required by law or when all other alternatives have been exhausted.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	4.4	4.7	0.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	4.7	3.7	1.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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

Title	Ratio
Academic Counselor*	.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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.10
Library Media Services Staff (Paraprofessional)	.75
Psychologist	.50
Social Worker	.50
Nurse	.40
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	0
Other	3.0

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	1	3		17	2	3		22		3	
1	24		3		24		3		24		3	
2	23		3		25		3		22		3	
3	22		3		24		3		23		3	
4	30		2		29		2		30		2	
5	31		2		29		2		27		2	
6	30		2		31		2		26		2	
Other**									5	1		

*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.

Professional Development provided for Teachers

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

In the Robla School District, we believe in life-long learning, and all staff members in the district are given opportunities to continue their learning. It does not matter how long you have been working as a teacher, an administrator, as a bus driver or as a custodian, there are still new skills to be learned. This is the concept behind professional learning days that take place throughout each school year in the Robla School District.

Each year, the school schedule includes professional learning days for all staff. The first professional learning day is scheduled on the day before the first day of school. The second day is scheduled at the end of the first trimester of the school year. The third day is scheduled at the end of the second trimester of the school year. Students in the district do not attend school on these days in order to allow all staff to participate in learning activities.

For classified staff, the focus of these learning days is based upon the learning needs of each department in the school district. Learning for custodians may focus on the correct use of new equipment that has been purchased for use by the custodian in their cleaning duties. Learning for kitchen staff may focus on the use of new equipment or on healthy meal planning or scratch cooking techniques. Secretaries may focus their learning on new office software or on social-emotional learning practices for use with students who come to the office. Each department lead will consider the needs of the staff, seek input from staff members or may be directed to focus on a specific learning need. For example, all staff members at all levels are being training in appropriate response techniques in an active shooter situation. A district team was trained in specific techniques by a consulting firm. The training team then conducts training for different department staff members on different days during the school year, until all staff members have been trained.

For certificated staff, teachers, administrators, and specialists, professional learning has focused since the start of the 2017-2018 on specific high impact instructional practices. The Robla School District, in partnership with the Resourcing Excellence in Education (REEd) Center at the University of California at Davis, has defined specific guidelines around effective teaching. These research-based practices focus on specific teacher behaviors and specific student behaviors which increase active learning, language production and higher-level thinking in the classroom. Another area of focus is Social/Emotional Learning which provides specific strategies for ensuring schools are calm and students feel safe physically and emotionally.

Professional Learning Support Teachers (PLSTs) then provide on-going support for staff as they take these practices back to their classrooms for implementation. The PLSTs are classroom teachers who work in pairs. Each pair, one at first grade, one at fourth grade and one at sixth grade, offer support in a variety of ways. They might come to a classroom and model a specific teaching practice. They might serve as a substitute in a classroom to allow the teacher to leave and observe another teacher at his/her grade level who has shown exemplary skill with a certain teaching technique. They might team teach a lesson with a teacher and offer coaching in real-time as the lesson is taking place. PLSTs are available to teachers at all grade levels and all levels of experience. A teacher may contact them directly for support with all practices that are the focus of our professional learning.

PLSTs and Principals receive on-going training in coaching techniques to ensure that they are gaining skill in effective practices for supporting teachers. Special coaching training sessions take place throughout the school year. Specific techniques are discussed and coaches are then encouraged to put them into practice. Follow-up training sessions allow coaches to share their experiences and refine their skills.

Professional Learning Communities (PLCs) are also at the core of professional learning for all certificated staff. PLC training was provided to all teachers and administrators during the 2017-2018 school year. Our system has been designed to allow teachers to meet in PLC teams throughout the school year. Classroom teachers meet in grade-level teams at their school on a weekly basis when their students are in enrichment activities with enrichment teachers.

In addition, District-wide PLC meetings are held once a trimester where all teachers at a grade level are able to meet together as a PLC focused on the needs of that specific grade level. Principals and PLSTs also support this work as they provide coaching to PLC teams as needed or as requested.

Additional Professional Learning activities are offered to all staff after the end of the school day. The focus of this training is based on the needs of staff. Recent focus areas for teachers include technology in the classroom, social-emotional learning, and foundation skills in English Language Arts. All staff members at all levels are also invited to Resilience training, which takes place throughout the school year after school. Resilience focuses on the relationships we have with the members of the community we serve with a special emphasis on cultural sensitivity. This work is done in consultation with the Roberts Family Development Center and our Resilience consultant, Dr. Sara Truebridge.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,739	\$49,378
Mid-Range Teacher Salary	\$73,628	\$77,190
Highest Teacher Salary	\$95,858	\$96,607
Average Principal Salary (ES)	\$109,399	\$122,074
Average Principal Salary (MS)	\$	\$126,560
Average Principal Salary (HS)	\$	\$126,920
Superintendent Salary	\$146,020	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	36%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,802.49	569.47	6,233.02	68,232
District	N/A	N/A	6,916.64	CDE
State	N/A	N/A	CDE	CDE

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-10.4	-7.6
School Site/ State	-20.1	-11.5

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

Reading Partners provides one-on-one tutoring for students in grades K-4. English Learner (EL) students receive instruction in English Language Development (ELD) for thirty minutes each day. Classroom instruction and parent communication are supported by bilingual outreach workers. Homework support is offered for EL students and their parents. Students that are identified as needing intervention see the intervention specialist for math or reading. We also have an intervention assistant in kindergarten for an hour each day. The intervention program also includes the support of two full-time aides. Students struggling in the area of social-emotional or academics are identified early and appropriate interventions are utilized by classroom teachers and school staff. Students who still exhibit difficulties are referred to the Student Success Team for consideration, which may include special education, counseling, and other alternative educational approaches. Speech/Language therapy is provided by a specialist assigned to Bell Avenue School. The school's Resource Specialist Program (RSP) and Special Day Classes (SDC) provide educational options based on Individualized Educational Plan (IEP) that outline specific learning goals and objectives. These programs are implemented using a Learning Center model. Instruction is provided by Special Education teachers in the Learning Center as well as in students' general education classrooms. Students are always included in general education classroom activities, with support from Special Education instructional aides.

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.