

School Accountability Report Card Reported for School Year 2003-2004

Published During 2004-2005

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years (2001-02 and 2002-03). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

School Information		District Information	
School Name	Bellevue Elementary	District Name	Atwater Elementary
Principal	Michelle Ellis	Superintendent	Dr. Lou Obermeyer
Street	1020 E. Bellevue Road	Street	1401 Broadway Ave.
City, State, Zip	Atwater, CA 95301-2314	City, State, Zip	Atwater, CA 95301
Phone Number	(209) 357-6140	Phone Number	(209) 357-6100
FAX Number	(209) 357-6141	FAX Number	(209) 357-6163
Web Site	http://bellevue.aesd.edu	Web Site	http://www.aesd.edu
E-mail Address	Mellis@aesd.edu	E-mail Address	Lobermeyer@aesd.edu
CDS Code	24-65631-6025324	SARC Contact	Lou Obermeyer, Ed.D.

School Description and Mission Statement

Bellevue School is an elementary school serving students kindergarten through sixth grade. The school is located in the community of Atwater just off Highway 99. It is one of eight schools in the Atwater Elementary School District and serves 661 students. Many of our students are learning English as Second Language and teaching language and reading well is a high priority. Bellevue prides itself for its high standards of success for all students. When new teachers are hired extensive screening is done to ensure that new staff has the dedication and commitment to provide quality instruction and character development. Bellevue School is known for its partnerships within the community and for parent outreach projects.

As part of the Atwater Elementary School District, Bellevue School is committed to providing a high quality academic core program in a stable 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. Our motto is "Setting the Stage for Student Success!"—a new vision for all students.

Opportunities for Parental Involvement

Contact Person Name	Michelle Ellis, Principal	Contact Person Phone Number	209-357-6140
There are many opportunities for parent involvement at Bellevue School. Our School Site Council, which includes membership of staff and parents oversees and develops the school site plan. The English			

Advisory Council provides non-English speaking parents a format for input and participation. Other committees with parent membership include: Safety Committee and the Parent Teacher Organization (PTO). The PTO is very active in supporting the school with fundraising for books, student rewards and facility projects. Approximately 30 parents volunteer regularly at the school in classrooms, library or organized events.

I. Demographic Information

Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment
Kindergarten	105
Grade 1	96
Grade 2	94
Grade 3	96
Grade 4	90
Grade 5	94
Grade 6	94
Total Enrollment	669

Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	46	6.9	Hispanic or Latino	477	71.3
American Indian or Alaska Native	0	0.0	Pacific Islander	0	0.0
Asian	42	6.3	White (Not Hispanic)	104	15.5
Filipino	0	0.0	Multiple or No Response	0	0.0

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	April, 2002	Date Last Discussed with Staff	April, 2002
Thorough school safety training was done with all staff in March and April of 2002. A school-wide lock down drill was held on April 24, 2001 with police staff on hand to monitor drill.			

School Programs and Practices that Promote a Positive Learning Environment

Bellevue School supports a positive learning environment and recognizes students for their best efforts. Many interventions are provided to support student learning. Some are: Conflict Resolution Program, Youth Court, Student Council, After-School EXCEL Program, After-School Tutorials and Saturday School Academic Academies. A School Intervention Counselor is employed 3 days per week for small group and individual counseling. School uniforms are navy and white. This is a powerful practice that enhances safety and school climate, which is supported strongly by parents.

Our discipline plan was developed by teachers, the School Site Council, and school administration. Positive recognition is provided with the Bobcat Superstar Program and Monthly Bobcat Pride assemblies. Students are held accountable for their misbehavior with use of detention and suspension, as appropriate. Monitoring and guidance by staff is always utilized first before punitive consequences are used.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2001/2002	2002/2003	2003/2004	2001/2002	2002/2003	2003/2004
Number of Suspensions	96	90	96	823	869	915
Rate of Suspensions	.18	.13	.14	.17	.18	.19
Number of Expulsions	3	0	2	13	36	16
Rate of Expulsions	.005	0	.003	.002	.023	.003

School Facilities

Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair. Description of the condition and cleanliness of the school grounds, buildings, and restrooms.

Bellevue School has 31 classrooms, one large library, one building for support personnel, one cafeteria and kitchen facility, and one office complex. Three (3) custodians clean these facilities and restrooms daily. They also handle minor repairs. Sixteen primary classrooms have undergone major remodeling and a new fire alarm and intrusion system were installed. Bellevue was repainted during the summer of 1991. Bellevue will undergo another phase of modernization in the intermediate classrooms (4th-6th grades), the school office, and in bathrooms in order to be ADA compliant. In addition, the roof to wing 4 of the primary classrooms will be repaired, as well as replacing the flooring in the cafeteria. The modernization is scheduled for completion in August 2005. A second project – re-figuring the school parking lot, also scheduled for completion in August of 2005, will ensure a safer driveway, parking areas and bus loading zones for students, parents and staff. Lastly, Bellevue's "expansion" project includes the addition of six classrooms for the 7th and 8th grades, a new library/media center and four new kindergarten classrooms. The expansion project is scheduled for completion in November of 2005. Due to the late completion date, temporary portable classrooms will be brought in to house classes. These projects will ensure the school provides safe, clean and adequate facilities. Six campus supervisors assist the staff with playground, recess and cafeteria supervision.

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in

grades 2-11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. The NRT tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English-Language Arts	10	17	23	22	25	27	32	35	36
Mathematics	18	31	34	28	33	35	31	35	34
Science			6			16	30	27	25
History-Social Science					16	14	28	28	29

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	19		11		24		24
Mathematics	29		37		33		36
Science					3		11

CST - Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English-Language Arts	21	24	11	22		2	25	21
Mathematics	37	31	24	33		7	37	31
Science	8	4	0	6		0	7	

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the

Grade Level	Reading		Writing/Language Usage		Mathematics	
	2002/2003	2003/2004	2002/2003	2003/2004	2002/2003	2003/2004
2	5	16	17	32	16	26
3	2	9	9	16	5	12
4	13	12	15	24	13	19
5	12	12	13	20	16	25
6	10	20	15	22	24	25

Data is based on proficiency levels that align with the state proficiency levels.

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	41.9	49.0	33.3	28.9	36.7	21.1	24.8	26.7	22.9

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

Schoolwide API

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Percent Tested	100	99	99	Percent Tested	99	99	99
API Base Score	522	543	630	API Growth Score	528	631	644
Growth Target	14	13	9	Actual Growth	6	88	14
Statewide Rank	1	1	2				
Similar Schools Rank	3	2	5				

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
African-American				African-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score	497	520	614	API Growth Score	508	615	647
Growth Target	11	10	7	Actual Growth	11	95	33
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	594	612	686	API Growth Score	598	680	654
Growth Target	11	10	7	Actual Growth	4	68	-32

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
API Base Score	516	535	626	API Growth Score	518	627	643

Growth Target	11	10	7	Actual Growth	2	92	17
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State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Federal Intervention Programs

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

	School	District
Year Identified for Program Improvement	1999-2000	---
Year in Program Improvement	Year 3	---
Year Exited Program Improvement		---
Number of Schools Currently in Program Improvement	---	3
Percent of Schools Identified for Program Improvement	---	33.3

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Overall	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	No	Yes	---	No	No
Subgroups						
Subgroups	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	Yes	Yes	---	Yes	Yes
African American	---	n/a	n/a	---	Yes	Yes
American Indian or Alaska Native	---	n/a	n/a	---	n/a	n/a
Asian	---	n/a	n/a	---	Yes	Yes

Filipino	---	n/a	n/a	---	n/a	n/a
Hispanic or Latino	---	Yes	Yes	---	Yes	Yes
Pacific Islander	---	n/a	n/a	---	n/a	n/a
White (not Hispanic)	---	Yes	Yes	---	Yes	Yes
Socioeconomically Disadvantaged	---	Yes	Yes	---	Yes	Yes
English Learners	---	No	Yes	---	No	Yes
Students with Disabilities	---	n/a	n/a	---	No	No

IV. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2002			2003			2004					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	4	1		19.0	5			21.0	4	1	
1	19.8	5			19.8	5			19.2	5		
2	20.0	3	1		21.4	4	1		18.8	5		
3	19.8	5			18.4	4	1		19.4	4	1	
4	27.0		4		27.3		4		27.3		3	
5	27.0		3		27.0		3		30.0		3	
6	29.7		3		23.0		3		30.3		4	

Class Size Reduction Participation

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2002	2003	2004
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

V. Teacher and Staff Information

Core Academic Courses Not Taught by NCLB Compliant Teachers

The *No Child Left Behind Act* (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

	School	District
This School	0.0	---
All Schools in District	---	5.8
High-Poverty Schools in District	---	8.1
Low-Poverty Schools in District	---	0.0

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1". If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2002	2003	2004
Total Teachers	33	34	35
Teachers with Full Credential	31	34	35
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)			
Teachers in Alternative Routes to Certification (district and university internship)	2	0	0
Pre-Internship	0	0	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	1	1	0
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	1	1	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2002	2003	2004
Misassignments of Teachers of English Learners	---	---	0
Total Teacher Misassignments	---	---	0

Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
Doctorate	0.0	0.0
Master's Degree plus 30 or more semester hours	11.4	12.1
Master's Degree	2.9	3.4
Bachelor's Degree plus 30 or more semester hours	68.6	69.0
Bachelor's Degree	17.1	15.5
Less than Bachelor's Degree	0.0	0.0

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2002	2003	2004
Vacant Teacher Positions	---	---	0

Teacher Evaluations

Probationary teachers are evaluated annually and permanent teachers biannually. The District has adopted Standards for the Performance Appraisal of Teachers in five areas: learning environment; planning and designing instruction; instructional skills; member of a learning community; and professional responsibilities. Principals use Clinical Supervision procedures, including a pre-conference, lesson observation, lesson analysis, and post-conference. Three formative assessments are completed for probationary teachers, and a summative assessment is completed for permanent teachers.

Substitute Teachers

An adequate number of credentialed substitute teachers are available for the routine operation of the instructional program. Substitutes are occasionally not available when a high number of substitutes are needed for release time for staff development. Classes are then covered by other credentialed staff or the teacher is recalled from the staff development activity. This has not had a significant impact on the operation of the instructional program.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	.60
Librarian	1
Psychologist	.20
Social Worker	0

Nurse	.20
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	1

VI. Curriculum and Instruction

School Instruction and Leadership

Bellevue School Leadership Team consists of one teacher representative per grade level, the principal and a reading specialist. The team meets monthly to coordinate curriculum and assessment efforts. The focus this year was to begin planning for the expansion of the school to include 7th grade students in 2005-2006 and 8th grade students in 2006-2007.

Each Wednesday, all students are released earlier at 1:45 to provide quality time for staff to meet for inservice and professional collaboration. In addition, each grade level was provided all-day substitute teachers, four days per year for grade-level academic conferencing and grade level planning.

Students struggling academically are referred to the Student Success Team (Intervention). The team consists of all specialists on site, a teacher representative, counselor, principal, social worker, student's teacher, parent liaison and parent of referred student. The goal of the team is to focus all resources at the school, along with parent support, to bring about successful learning for the student. Students who are identified as Far below Basic, Below Basic and Basic, are referred to the after-school and Saturday school academic academies.

Quality instruction and an opportunity to learn is fostered and sustained throughout the Atwater Elementary School District with schools organized to support the multiple learning needs of students. There are equitable and adequate learning resources and classroom conditions, including capable teachers, a rich curriculum, technology, a safe environment, and essential support services to serve all children toward reaching state and District standards.

Professional Development

At Bellevue School, teacher training is held each year in reading and writing instruction, as part of our commitment to "Setting the Stage for Student Success". This year teachers attended 2 full days of inservice in "Step Up to Writing". Workshops at the school level were provided in the area of Open Court instruction. Kindergarten-3rd grade teachers attended three half-day workshops as part of the Reading First grant. Fourth-sixth grade teachers received 3 half-day trainings in the area of Accelerated Math. All staff participated in the SPARK-P.E. program training and began implementing the program in April 2005. A full-time Reading Coach is available to conduct model lessons and assist in any areas needed. Math and writing curricular reviews are held in grade level meetings matching state standards to our curriculum.

Teachers participate in selected conferences and plan as grade levels with curriculum alignment and instructional resources as the main focus. Instructional assistants attend regular training sessions held by the District staff in areas of their service, either special education or language learner programs. These sessions provide current instructional information for these populations as well as ways to improve their services to students.

Quality and Currency of Textbooks and Other Instructional Materials

Each year the Atwater Elementary School District Board of Trustees holds a public hearing to comply with the requirements of Education Code section 60119, which ensures the sufficiency of instructional

materials in the school district. Beyond being sufficient in quantity, almost all textbooks being used by AESD students align with state standards and bear recent copyright dates. Reading/Language Arts books and materials are the most recent state adoption selections for K-6th and 7th/8th grades. Likewise, Math text and materials are the most current adoptions for grades K-8th. Junior high Science and History/Social science are the latest adoptions and are state approved. ELL and Special Education intervention materials for all grades appear on the state approved list and have current copyright dates. History/Social Science and Science text for K-6th will be purchased as soon as the state approves new materials starting in November 2005.

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient state-adopted (grades K-8) and standards-aligned (grades K-12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (for grades K to 12, inclusive); and science laboratory equipment (for grades 9 to 12, inclusive), as appropriate.

Core Curriculum Areas	Availability of Textbooks/Materials
Reading/Language Arts	Each student is assigned a textbook.
Mathematics	Each student is assigned a textbook or appropriate materials.
Science	Each student in grades 7 th and 8 th is assigned a textbook; students in grades K-6 th are provided alternative materials.
History/Social Science	Each student in grades 7 th and 8 th is assigned a textbook; students in grades K-6 th are provided alternative materials.
Foreign Language	N/A
Health	N/A
Science Laboratory Equipment (grades 9-12)	N/A

Instructional Minutes

The California *Education Code* establishes a required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	55,080	36,000
1	53,070	50,400
2	53,070	50,400
3	53,070	50,400
4	55,080	54,000
5	55,080	54,000
6	55,080	54,000

Total Number of Minimum Days

There were 11 minimum days in 2003-2004.

VII. Fiscal and Expenditure Data

County offices of education are not required to report average salaries and expenditures. The California Department of Education's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

Average Salaries (Fiscal Year 2002-2003)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Detailed information regarding salaries may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$31,085	\$35,949
Mid-Range Teacher Salary	\$54,220	\$55,680
Highest Teacher Salary	\$66,419	\$69,175
Average Principal Salary (Elementary)	\$83,439	\$85,767
Average Principal Salary (Middle)	\$86,139	\$88,426
Average Principal Salary (High)		
Superintendent Salary	\$120,000	\$118,606
Percent of Budget for Teacher Salaries	43.5	42.5
Percent of Budget for Administrative Salaries	5.9	5.9

Expenditures (Fiscal Year 2002-2003)

Data reported are total dollars expended in the district and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/ec/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$29,035,198	\$6,322	\$6,542	\$6,822

Types of Services Funded

In the 2003-04 school year, the Atwater Elementary School District spent an average of \$6,623 per student. Of this amount, \$4,533 was spent on Instructional Programs, which included the cost of teachers, books, supplies, and equipment for both regular and special education programs. It also included services to non-English and limited English speaking students. Another \$978 per student was spent on Instructional Support, which includes school administration, curriculum and assessment services, and health and psychologist services. Roughly \$1,112 per student was spent on General Support, including District administration, school maintenance, school plant operation, pupil transportation, and other outgo.