

School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

2006-07 Executive Summary School Accountability Report Card

Bellevue Elementary School

Address: 1020 East Bellevue Rd. , Atwater CA 95301

Phone: (209) 357-6140

Principal: James Rice

Grade Span: K - 8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Bellevue School is a K-8 school serving approximately 850 students, kindergarten through eighth grade. Bellevue School is located in the community of Atwater just off Highway 99. It is one of eight schools in the Atwater Elementary School District. Many of our students are learning English as Second Language, therefore 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 high quality instruction and character development in a nurturing and caring environment.

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.

The Open Court Reading program (K-6) and Holt (7th & 8th) which are balanced, systematic instructional methodologies for teaching reading and are aligned to the California State Standards. GATE opportunities have been provided to all qualified 3-8 grade students. Students who are identified as needing remediation and additional support in English Language Arts and Math are invited to attend after school academy. The principal closely monitors implementation of the academic program by reviewing student work, observing teaching practices, analyzing test results, and providing direct feedback to staff, students and parents.

Student Enrollment

Group	Enrollment
Number of students	839
African American	4.05 %
American Indian or Alaska Native	%
Asian	3.93 %
Filipino	0.6 %
Hispanic or Latino	72.71 %
Pacific Islander	%
White (not Hispanic)	15.49 %
Multiple or No Response	3.22 %
Socioeconomically Disadvantaged	94 %
English Learners	50 %
Students with Disabilities	12 %

Teachers

Indicator	Teachers
Teachers with full credential	44
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		MOST CHANGED REMODELED
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage		X	SOFFIT REPAIRS 2008-2009
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms		X	RESTROOM UP GRADE 2008-2009
Sewer	X		
Playground/School Grounds		X	TRUF RENOVATION NEEDED 2008-2009
Other - Roofing		X	ROOFING NEEDED 2008-2009

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5,384
District	\$5,384
State	\$4,943

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	32%
Mathematics	35%
Science	20%
History-Social Science	18%

Academic Progress

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	706
Statewide Rank (from 2007 API Base Report)	2
2007-08 Program Improvement Status (PI Year)	Not in PI

2006-07 School Accountability Report Card Reported (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the schools contact information.

School		District	
School Name	Bellevue Elementary	District Name	Atwater Elementary
Street	1020 East Bellevue Rd.	Phone Number	(209) 357-6100
City, State, Zip	Atwater , CA 95301	Web Site	www.aesd.edu
Phone Number	(209) 357-6140	Superintendent	Melinda Hennes
Principal	James Rice	E-mail Address	mhennes@aesd.edu
E-mail Address	jrice@aesd.edu	CDS Code	24-65631-6025324

School Description and Mission Statement

This section provides information about the school's goals and programs.

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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.

The Open Court Reading program (K-6) and Holt (7th & 8th) which are balanced, systematic instructional methodologies for teaching reading and are aligned to the California State Standards. GATE opportunities have been provided to all qualified 3-8 grade students. Students who are identified as needing remediation and additional support in English Language Arts and Math are invited to attend after school academy. The principal closely monitors implementation of the academic program by reviewing student work, observing teaching practices, analyzing test results, and providing direct feedback to staff, students and parents.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

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 active in supporting the school with fundraising for books, student rewards, the student store, and facility projects. Approximately 30 parents volunteer regularly at the school in classrooms, library or organized events.

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2004-05	2005-06	2006-07
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

School safety training is conducted with all staff on an annual basis. Monthly fire drills are conducted school-wide. The school-wide lock down/"intruder" drill was held in February 2007 and the earthquake drill was held in January 2007.

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

- All students and staff members are provided with a safe teaching and learning environment.
- All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school related activities.
- District programs and approved community resources are made available to students and parents.
- Schools provide the educational environment where students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial and religious backgrounds

Emphasis is placed on identifying safety hazards and correcting them promptly. Inspections of all school facilities occur monthly.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

School safety training is conducted with all staff on an annual basis. Monthly fire drills are conducted school-wide. The school-wide lock down/"intruder" drill was held in February 2007 and the earthquake drill was held in January 2007.

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Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	.23	.17	.08	.20	.21	.17
Expulsions	.001	.001	0	.005	.004	.001

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Bellevue School has 35 classrooms, one library, one building for support personnel, a Parent Resource Center, one cafeteria and kitchen facility, and one office complex. Three and one-half (3.5) 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. Bellevue School received expensive modernization in the intermediate classrooms (4th-6th grades), the school office, and in bathrooms in order to be ADA compliant, during the summer of 2005. 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. In addition, the roof to wing 4 of the primary classrooms will be repaired, as well as replacing the flooring in the cafeteria. 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. These projects ensure the school provides safe, clean and adequate facilities.

School Facility Good Repair Status This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks		X		
Mechanical Systems		X		MOST CHANGED REMODELED
Windows/Doors/Gates (interior and exterior)		X		
Interior Surfaces (walls, floors, and ceilings)		X		
Hazardous Materials (interior and exterior)		X		
Structural Damage		X		SOFFIT REPAIRS 2008-2009
Fire Safety		X		
Electrical (interior and exterior)		x		
Pest/Vermin Infestation		X		
Drinking Fountains (inside and outside)		X		
Restrooms		X		RESTROOM UP GRADE 2008-2009
Sewer		X		
Playground/School Grounds		X		TURF RENOVATION NEEDED 2008-2009
Roofs		X		ROOFING NEEDED 2008-2009
Overall Cleanliness		X		

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary			X	

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	34	37	44	230
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	98.4	1.6
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District		

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Substitute teachers must comply with Merced County Office of Education requirements including BA Degree and passing of California Basic Educational Skill Test. Substitutes are provided with well written lesson plans and are expected to support educational direction of this school. A handbook is provided for all substitute teachers that includes school schedule and school wide policies. 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.

Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

Informal observations are done weekly with the focus on the Six California Standards for the Teaching Profession; Engaging and Supporting all Students in Learning, Creating & Maintaining Effective Environments for Student Learning, Understanding & Organizing Subject Matter, Planning Instruction & Designing Learning, Assessing Student Learning and Developing as a Professional Educator. Three formative assessments are completed for probationary teachers, and a summative assessment is completed for permanent teachers. A pre-observation meeting is scheduled to discuss instructional focus of the observation. Post-observation meeting is scheduled and summative evaluation is discussed along with strengths and areas of improvement. Principals use Clinical Supervision procedures, including a pre-conference, lesson observation, lesson analysis, and post-conference.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Library Media Teacher (Librarian)	.12	N/A
Library Media Services Staff (paraprofessional)	1	N/A
Psychologist	.25	N/A
Social Worker	0	N/A
Nurse	.20	N/A
Speech/Language/Hearing Specialist	.60	N/A
Resource Specialist (non-teaching)	1	N/A
Other	1	N/A
	.10	N/A

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Reading/Language Arts books and materials are the most recent state adoption selections for K-6 th and	0

	7 th /8 th grades.	
Mathematics	Math text and materials are the most current adoptions for grades K-8 th .	0
Science	Science text and materials are the most current adoptions for grades K-8 th .	0
History-Social Science	History-Social Science text and materials are the most current adoptions for grades K-8 th .	0
Foreign Language	N/A	N/A
Health	N/A	N/A

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7498			\$65986
District	N/A	N/A		\$69464
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$4943	\$58519
Percent Difference – School Site and State	N/A	N/A	LEA Provided	LEA Provided

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

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 yearly basis based on student population and needs at each individual site. Listed below are the types of funds AESD receives.

Federal Programs	State Programs
Title I, Part A	Economic Impact Aid (EIA)
Title III, LEP	Gifted and Talented Education Program (GATE)
	School and Library Improvement Block Grant (SLIP)
	English Language Acquisition Program (ELAP)

In addition, Atwater Elementary School District offers State Funded Intervention Programs to students in grades 2 through 8. Reading Intervention is offered to students in grades 2-6 who are in the below basic far below basic band and are failing. Intervention takes place before school and/or after school and on Saturday depending on the school site. Intervention programs are offered to students in grades 7 and 8 during the summer to students who are at risk of not promoting to the next grade. Intervention instruction focuses on reading/language arts and math. It is a school site decision as to how many intervention programs are

offered.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43614	\$38159
Mid-Range Teacher Salary	\$68470	\$59148
Highest Teacher Salary	\$81287	\$73514
Average Principal Salary (Elementary)	\$97624	\$91903
Average Principal Salary (Middle)	\$100816	\$95855
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$136225	\$132994
Percent of Budget for Teacher Salaries	47.6 %	41.6 %
Percent of Budget for Administrative Salaries	5.6 %	5.9 %

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	24	25	32	32	34	39	40	42	43
Mathematics	39	39	38	41	42	42	38	40	40
Science	13	1	20	18	22	35	27	35	38
History-Social Science			18	16	19	24	32	33	33

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language	Mathematics	Science	History-Social

	Arts			Science
African American	46	46	*	*
American Indian or Alaska Native	*	*		
Asian	46	65	*	*
Filipino	*	*		
Hispanic or Latino	27	35	18	12
Pacific Islander				
White (not Hispanic)	48	41	31	24
Male	31	42	23	18
Female	33	34	17	18
Economically Disadvantaged	32	37	21	20
English Learners	19	32	3	0
Students with Disabilities	4	13	6	*
Students Receiving Migrant Education Services	16	27	*	*

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	35	32	31	34	38	33	41	42	42
Mathematics	44	44	48	49	50	47	52	53	53

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or	
	Reading	Mathematics
African American	*	*
American Indian or Alaska Native		
Asian	*	*
Filipino	*	*
Hispanic or Latino	26	41
Pacific Islander		
White (not Hispanic)	50	73
Male	32	50
Female	29	47
Economically Disadvantaged	30	47
English Learners	21	39

Students with Disabilities	15	20
Students Receiving Migrant Education Services	23	31

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	36.8
7	14.3

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	2	3	2
Similar Schools	5	9	8

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	52	-17	25	706
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	46	-28	21	688
Pacific Islander				
White (not Hispanic)			23	750
Socioeconomically Disadvantaged	49	-15	24	704
English Learners	N/A	-39	16	675

Students with Disabilities	N/A		
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State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

N/A

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	No	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	22.2

X. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the

school's leadership team.

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.

A strong emphasis is placed on the delivery of instruction, rigorous educational programs, and the collaborative process. The school focuses on clear academic goals and grade level standards for every child. Continual monitoring of the core programs and intermittent assessments determine the individual and school's needs and focus.

Bellevue School Leadership Team consists of one teacher representative per grade level, the principal and a reading specialist/coach. The team meets to coordinate curriculum and assessment efforts.

Each Wednesday, all students are released early (at 1:45 p.m.) to provide quality time for staff to meet for professional collaboration. In addition, each grade level is provided all-day substitute teachers, two days per year, for grade-level academic conferencing and grade level planning. In grade level team meetings, teachers monitor strategies and performance measures to ensure continuity. The principal encourages all teachers to be supportive of each other, plan together, share ideas, resolve "common" instructional problems, self-evaluate and support each other. Teachers are encouraged to experiment with and share effective teaching strategies and research-based methods. In addition, teachers participate in a "Teacher Support/Data Chat" meeting with the principal to share their curriculum goals and ideas to enhance instruction. Goals for each classroom are established based on student data. This encourages honest reflection and dialogue among staff members and administrators.

Students struggling academically are referred to the Student Success Team (Intervention). The team consists of two teacher representatives (one primary and one intermediate), a Resource Specialist, the School Intervention Counselor, the principal, the referred student's teacher, a parent or guardian, the Reading Coach, and if applicable to the case, the school Nurse, Speech teacher, and/or School Psychologist. 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.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

At Bellevue School, teacher training is held each year in reading and writing instruction, as part of our commitment to student achievement. 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 Reading. All staff participated in the SPARK-P.E. program training and began implementing the program in April 2005. A full-time Open Court Literacy 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.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	51,765	36,000
1	53,430	50,400
2	53,430	50,400
3	53,430	50,400
4	55,500	54,000
5	55,500	54,000
6	55,500	54,000
7	63,060	54,000
8	63,060	54,000

Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

There were 11 minimum days in 2006-2007.