



Bell Avenue School

"Be Your Best At Bell!"

Robla Elementary School District

Lisa Hall, Principal

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Serving grades Kindergarten through Six

2006-2007 School Accountability Report Card

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Principal's Message

Welcome to Bell Avenue School!

We have an outstanding staff that is dedicated to recognizing each student's educational and social potential. Everyone at Bell Avenue School 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.

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 Mission Statement

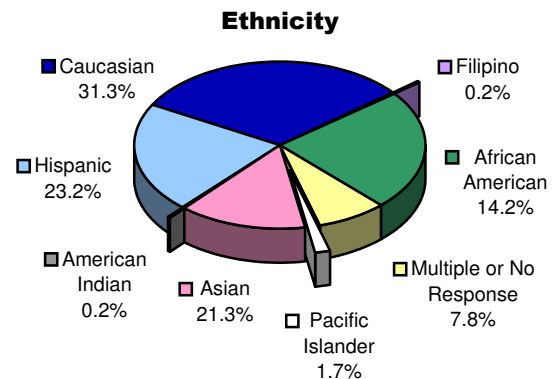
The mission of the Robla School District, in cooperation with its families and community, is to provide a safe and caring environment where every student succeeds in learning a balanced core curriculum. Strong effective teaching, meaningful learning activities and partnerships with parents develop confident, thoughtful and responsible citizens. Students read, solve problems, access information and work together to communicate ideas as valued members of a diverse community.

Community & School Profile

The Robla School District is located within the City of Sacramento, northeast of the central city. The district was established as the Oak Grove School District, organized 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," a reminder that the area was covered with many oak trees in the early 1900s.

Bell Avenue School provides an ideal environment for students to reach their highest academic potential. The 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, where many cultural celebrations are observed.

Robla School District consists of five elementary schools and one preschool program, serving more than 2,000 students. During the 2006-07 school year, Bell Avenue School served 409 students in grades kindergarten through six on a traditional schedule. The 2006-07 student population consisted of 85.2% 'Socioeconomically Disadvantaged,' 35.2% 'English Learners,' and 12.0% 'Students with Disabilities.' Additional demographics are illustrated at right.



Discipline & Climate for Learning

Students at Bell Avenue School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. 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 discipline 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. Members of the Student Council play an integral role in Bell Avenue School's Positive Behavior program, acting as representatives of the student body in both Student Council meetings and their respective classroom settings. The School Site Council reviews the school's behavior expectations as well.

Bell Avenue School uses Project Wisdom, a character building program. Each morning a staff member or student reads a message to the entire student body. The messages build character by encouraging students to take responsibility for their choices and actions. They build self-esteem by motivating students to do their personal best and build community awareness by inspiring students to contribute to the world around them while honoring the diversity that makes their country great. The reading specialist has writing prompts for classroom use which help extend Project Wisdom's message.

The suspensions and expulsions table below illustrates total cases for the school and district for all grade levels, as well as the percentage of total enrollment (number of suspensions divided by total enrollment). Suspensions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives have been exhausted.

Suspensions & Expulsions						
	Bell Ave.			RESD		
	03-04	04-05	05-06	03-04	04-05	05-06
Suspensions	31	58	83	273	318	417
Suspension Rate	7.5%	14.2%	20.3%	12.6%	15.3%	20.6%
Expulsions	0	1	1	1	2	1
Expulsion Rate	0.00%	0.25%	0.24%	0.05%	0.10%	0.05%

Extracurricular Activities

Bell Avenue School recognizes that extracurricular activities enrich the educational and social development and experiences of students. Extracurricular activities offered at the school include:

- Academic Tutorials
- Art Club
- Girl Scouts, "Whiz Kids"
- Talent/Holiday Shows
- Fine Arts Festivals
- Art & Drama Instruction
- Student Council
- Intramural Sports
- Music Instruction & Choir
- Spelling Bee
- Tai Chi Club
- Running Club
- Multimedia Lab
- Homework Club
- Dance Club
- Battle of the Books
- START

The school's Student Council is a member of the California Association of Student Councils. Officers and sponsors attend an annual leadership training. School spirit activities, as well as community service projects are a priority.

The Parks and Recreation Department organizes co-ed basketball and football teams that compete against other schools in the district.

Student Recognition

Positive recognition creates a learning environment that fosters respect for the individual and promotes self esteem. All students are given Principals' Passports which may be signed each time the student displays positive behavior.

Students with completed passports redeem their passport for a prize and enter a monthly drawing.

Bell Avenue School has monthly awards assemblies during which each teacher recognizes personal best individual accomplishments of students in their class. Each trimester, students are recognized for their academic achievement, citizenship and attendance in an assembly.

Students who make significant improvements in their academics or citizenship qualify for Bringing-Up-Grades (B.U.G.) awards. Students whose grades earn them the Principals' Honor Roll (all A's and O's) or Honor Roll (A's, B's and O's) become members of the "Gold Card Club." This club entitles the student to a special luncheon with the principal and other privileges at school. At the end of the year, any student who has been in the Gold Card Club tours and picnics at California State University, Sacramento.

Homework

At Bell Avenue School homework is a fundamental part of the learning process which helps to develop basic academic and study skills, as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child.

Students have access to the START after-school program, held Monday through Friday until 6 p.m. START offers enrichment, homework help, and tutoring in all core subject areas.

School Leadership

Leadership at Bell Avenue School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. During the 2006-07 school year, primary leadership duties at the school were assumed by Principal Laura Lystrup. At the start of the 2007-08 school year, Lisa Hall will assume the role of Bell Avenue's Principal. Prior to this position, Ms. Hall served as the school's Assistant Principal. She also has experience as a Reading Coach and elementary classroom teacher.

Staff members are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan. These committees ensure that instructional programs are consistent with students' needs and comply with district goals. Avenues of opportunity include:

- School Site Council
- Safety Committee
- Student Success Teams
- Parent Club
- English Language Advisory Committee (ELAC)

Minimum Days & Instructional Minutes

For the 2006-07 school year, Bell Avenue School offered 180 days of instruction comprised of 169 regular days and 11 minimum days. Minimum days are utilized for parent-teacher conferences and staff development. All instructional time offered during the 2006-07 school year either met or exceeded the daily instructional minute requirements specified in the California Education Code.

Instructional Minutes by Grade Level		
	Required Minutes	Actual Minutes
K	36,000	36,000
1st-3rd	50,400	51,397
4th-6th	56,000	57,477



Class Size

Bell Avenue School maintained a schoolwide average class size of 22 students and a pupil-to-teacher ratio of 19:1 for the 2006-07 school year. Students receive additional help in the classroom from instructional assistants, parent volunteers, and "Buddies," a cross-age tutoring program. The table below indicates the average class size per grade level, as well as the number of classes offered in reference to their enrollment.

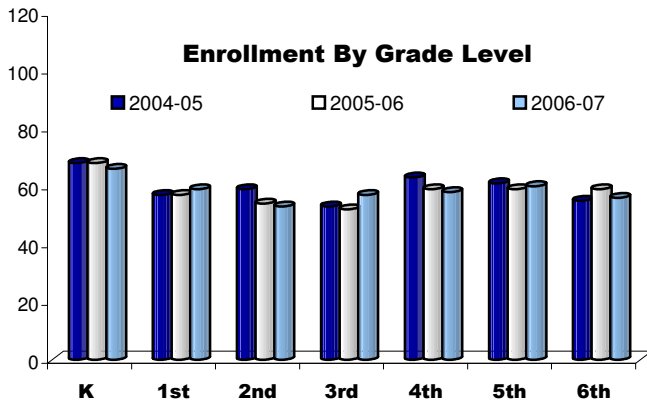
	Average Class Size			Classrooms Containing:								
	Class Size			1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
K	19	19	20	3	3	3	0	0	0	0	0	0
1st	19	19	20	3	3	3	0	0	0	0	0	0
2nd	20	18	18	3	3	3	0	0	0	0	0	0
3rd	18	17	18	3	3	3	0	0	0	0	0	0
4th	27	29	29	0	0	0	2	2	2	0	0	0
5th	31	28	30	0	0	0	2	2	2	0	0	0
6th	28	28	27	0	0	0	2	2	2	0	0	0

	Class Size Reduction		
	05	06	07
K	100%	100%	100%
1st	100%	100%	100%
2nd	100%	100%	100%
3rd	100%	100%	100%

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program, which provides funding to hire additional teachers, assisting schools in reducing K-3 class sizes to a maximum of 20 students. The adjacent chart displays the percentage of classrooms at Bell Avenue School that successfully met CSR requirements for the past three years.

School Attendance & Enrollment

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Bell Avenue School. Student attendance is carefully monitored to identify those students exhibiting excessive absences. The following chart illustrates the trend in enrollment over the last three years.



Parents are advised of their responsibilities, including proper notification of when and why students are absent. The school makes daily phone calls to parents when children are absent. When a student has repeated tardies or unexcused absences a letter is mailed home, and a parent conference may be scheduled. The School Attendance Review Team (SART) assists families in developing good attendance habits.

In the event of habitual truancy, students may be referred to the North Area School Attendance Review Board (SARB). The SARB is utilized if a student has persistent attendance and behavior problems in school, and when the normal avenues of school and district counseling are not effective.

Counseling & Other Support Services

In addition to academics, the staff at Bell Avenue School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. The psychologist and staff are devoted to helping students deal with problems and assisting them to reach positive goals. The following chart displays a list of support services that are offered to students.

	Number of Staff	Full-Time Equivalent
Academic Intervention Specialist	1	1.0
Community Outreach Workers	3	0.6
English Language Support Specialist	1	1.0
Instructional Assistant	1	0.5
Language Arts Assistant	1	1.0
Library Clerk	1	1.0
Nurse	1	0.2
Psychologist	1	0.4
Reading Specialist	1	1.0
Social Worker	1	0.2
Special Education Assistants	3	3.0
Special Education Teachers	2	2.0
Speech & Language Specialist	1	0.8

Students from California State University, Sacramento tutor Bell Avenue students as part of a work study program. Math Blasters is a support program designed to improve the math skills of fifth and sixth grade students.

English Learner (EL) students receive instruction in English Language Development (ELD) for thirty minutes each day. Classroom instruction and parent communication is supported by bilingual outreach workers.

Special needs students at Bell Avenue School 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 Individual Education Plans (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.

Student Achievement & Testing

Robla Elementary School District has developed a comprehensive assessment and accountability plan to ensure that information regarding student performance is used to continuously improve the instructional program and to communicate with parents about their child's achievement. The STAR (Standardized Testing and Reporting) program, district performance assessments, Open Court unit assessments, and classroom tests are used to determine whether each student is performing below, at, or above grade level standards.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all second through sixth grade students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, and fifth grade Science, for the most recent three-year period, is displayed in the chart below.

California Standards Test (CST)																																		
Combined % of Students Scoring at Advanced & Proficient Levels																																		
	English/Language Arts					Mathematics					Science																							
	2nd	3rd	4th	5th	6th	2nd	3rd	4th	5th	6th	5th																							
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07																			
All Students																																		
Bell Ave.	35	39	54	8	13	21	43	35	24	26	30	19	30	31	34	65	68	63	51	54	63	61	49	66	34	44	21	48	37	43	13	17	13	
RES D	34	39	40	18	25	22	36	36	34	28	33	36	24	33	33	49	54	52	49	49	50	44	47	46	40	43	42	35	41	41	20	22	29	
California	42	47	48	31	37	37	47	49	51	43	43	44	38	41	42	56	59	59	54	58	58	50	54	56	44	48	49	40	41	42	28	32	37	
Females																																		
Bell Ave.	42	54	61	16	10	30	41	32	32	22	40	16	45	21	30	63	85	72	42	58	70	59	44	8	26	47	20	48	25	33	13	17	8	
RES D	39	45	45	18	31	28	36	39	42	30	34	38	33	36	34	50	56	54	45	50	54	40	49	44	40	43	42	38	38	36	17	18	25	
California	45	31	53	35	39	41	52	54	55	46	47	48	41	44	45	55	58	58	54	56	58	51	55	58	45	48	49	39	41	41	26	30	35	
Males																																		
Bell Ave.	31	24	48	0	16	13	43	39	19	29	21	20	14	40	39	66	52	57	62	53	57	63	53	71	41	41	23	46	50	54	14	18	17	
RES D	30	32	35	17	21	16	35	33	27	27	32	34	14	33	33	47	53	50	53	47	47	49	44	46	39	44	42	31	44	45	23	27	33	
California	39	43	44	29	33	33	44	46	48	39	40	41	35	39	40	58	59	59	56	58	58	50	54	56	43	48	48	41	42	42	32	34	38	
Socioeconomically Disadvantaged																																		
Bell Ave.	21	39	52	7	13	18	46	36	17	24	31	15	33	31	31	50	68	67	54	55	57	64	49	66	26	44	24	45	38	43	14	17	15	
RES D	27	36	36	17	24	18	35	35	30	26	30	35	27	32	31	45	54	49	48	48	47	43	46	44	38	41	41	37	40	38	17	18	26	
California	28	33	35	17	22	23	32	35	36	28	28	29	22	26	27	45	48	48	44	46	47	38	42	45	32	35	36	26	28	28	14	18	22	
English Learners																																		
Bell Ave.	43	*	36	*	*	33	32	*	26	13	15	*	14	*	0	79	*	50	*	*	71	60	*	68	47	31	*	21	*	7	13	0	*	
RES D	23	30	31	14	17	23	35	23	25	16	23	26	8	33	14	53	33	46	51	43	52	44	28	45	32	26	39	22	27	22	12	3	18	
California	23	27	73	12	15	60	19	24	74	13	13	68	7	8	67	43	45	81	40	41	82	32	36	83	22	24	77	13	14	72	6	7	11	
African American																																		
Bell Ave.	*	*	69	*	*	*	33	*	*	*	*	*	*	*	*	69	*	*	*	*	25	*	*	*	*	*	*	*	*	*	*	0	*	*
RES D	24	30	43	10	17	12	31	23	18	26	23	25	22	33	31	30	33	54	29	43	34	28	28	28	23	26	23	27	27	24	14	13	19	
California	34	38	39	22	27	27	35	37	39	30	30	32	24	29	29	42	44	44	39	41	42	34	38	41	28	31	32	22	23	24	16	18	22	
Asian																																		
Bell Ave.	60	38	*	*	20	27	31	*	33	27	17	*	*	31	7	73	69	*	*	57	73	69	*	75	55	39	*	*	44	36	9	0	*	
RES D	43	49	37	28	26	22	40	49	43	29	27	45	28	28	22	61	60	59	68	66	49	53	66	66	50	51	56	52	48	44	19	16	29	
California	65	71	73	54	60	60	70	73	74	66	67	68	60	66	67	78	81	81	80	82	82	78	81	83	74	76	77	69	72	72	49	54	60	
Caucasian																																		
Bell Ave.	22	30	50	0	13	16	64	28	18	32	46	21	26	36	79	72	60	82	50	40	58	79	44	76	30	54	17	48	41	79	20	31	21	
RES D	32	50	54	21	23	24	43	41	33	37	49	44	27	40	47	51	63	65	55	37	52	51	53	52	46	53	45	35	44	53	36	42	36	
California	61	65	66	51	55	56	68	69	71	63	63	64	58	61	61	73	74	74	70	73	72	65	68	70	58	64	63	58	58	58	49	52	58	
Hispanic																																		
Bell Ave.	17	50	57	17	17	29	40	43	36	*	33	21	23	*	25	58	92	57	77	67	65	55	69	64	*	50	29	46	*	38	*	22	7	
RES D	33	35	33	14	30	24	32	33	35	19	30	29	16	31	30	47	53	45	44	50	56	41	43	40	31	43	38	27	37	39	12	18	27	
California	28	33	35	17	22	23	32	35	37	27	29	30	22	27	28	44	47	48	43	46	48	38	43	46	33	36	37	26	29	29	14	18	23	

* Due to the moderate number of students tested, scores will not be disclosed.

Curriculum Improvement

All curriculum improvement at Bell Avenue School revolves around the California State Content Standards and Frameworks. Curriculum planning is accomplished through a careful analysis of state frameworks, district policies, the needs of students, assessment results, and research. The construction and implementation of the curriculum is an ongoing process. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

Contact Information

Parents who wish to participate in Bell Avenue School's leadership teams, school activities, or become a volunteer may contact the main office at (916) 922-0202, or visit the district's website at www.robla.k12.ca.us.

Norm-Referenced Test (NRT)

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. Prior to 2005, all students in grades two through eleven were tested each spring. Currently, only students in grades three and seven are tested. The chart at right reflects the percentage of student scores at or above the national average (50th percentile) in Reading and Math.

Physical Fitness

In the spring of each year, Bell Avenue School is required by the state to administer a physical fitness test to all fifth grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas:

- Aerobic Capacity
- Body Composition
- Abdominal Strength
- Upper Body Strength
- Trunk Extension Strength
- Flexibility

Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ). During the 2006-07 school year, 18.9% of Bell Avenue School's fifth grade students met or exceeded state fitness standards.

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.

Statewide API Rank: 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.

Similar Schools API Rank: 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 Growth				
	2004-05	2005-06	2006-07	2007 API Growth Score
Statewide API Rank	4	5	4	
Similar Schools API Rank	7	6	7	
All Students				
Actual API Growth	56	-17	-5	717
Socioeconomically Disadvantaged				
Actual API Growth	37	2	-16	706
English Learners				
Actual API Growth	**	-30	13	725
Caucasian				
Actual API Growth	37	-4	-19	716
Hispanic				
Actual API Growth	60	23	-27	738

** Data unavailable through the California Department of Education.

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores, or (2) at least 15% of the school population tested, containing at least 30 students with valid scores.



Results of school and district performance are displayed at right. Bell Avenue School met all of the 2007 AYP criteria.

Adequate Yearly Progress 2007				
Met AYP Criteria	Bell Ave.		Robla Elementary School District	
	English/Language Arts	Mathematics	English/Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	Yes
API	Yes		Yes	
Made Overall AYP	Yes		No	

CAT/6 - Grade 3

% Scoring At or Above the National Average

	Reading			Math		
	05	06	07	05	06	07
Bell Ave.	22	21	26	45	49	47
RESD	21	22	25	44	50	49
California	36	37	38	55	56	56
Subgroups						
Females	28	26	43	50	50	43
Males	15	18	13	40	48	50
Socioeconomically Disadvantaged	14	21	21	43	49	36
English Learners	*	*	38	*	*	71
African American	*	*	*	*	*	*
Asian	*	29	9	*	77	64
Caucasian	14	7	26	43	57	37
Hispanic	38	33	41	58	25	59

* Due to the moderate number of students tested, scores will not be disclosed.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for English/Language Arts and Math by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

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

- 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.

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide transportation to the new site.

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.

Federal Intervention Program

Program Improvement (PI)

	Bell Ave.	RESD
PI Status	Not in PI	Not in PI
First Year of PI Implementation	n/a	n/a
Year in PI (2007-08)	n/a	n/a
Number of Schools Currently in PI	n/a	1
Percent of Schools Identified for PI	n/a	20.0%

School Facilities & Safety

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, one computer lab, an administrative office, and two playgrounds. The following chart displays the results of the most recent school facilities inspection.

Facility Conditions & Planned Improvements

Date of School Site Inspection: Summer 2007

Overall Summary of School Facility Conditions: Good

Item Inspected	Facility Component System Status			Repair Needed & Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior/exterior)	X			
Interior Surfaces (walls, floors, & ceilings)	X			
Hazardous Materials (interior/exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior/exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside/outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Data provided November 1, 2007.

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. All visitors to the campus must sign in at the office and wear a visitor's 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 once each year.

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.

Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes the following:

- Roofing
- Plumbing
- Heating
- Air Conditioning
- Electrical Systems
- Floor Systems
- Interior/Exterior Painting

For the 2007-08 school year, Robla Elementary School District has budgeted \$88,991 for the deferred maintenance program, which represents 0.8% of the district's general fund budget. At the time of publication, the district's governing board had not approved any deferred maintenance projects for Bell Avenue School to be completed during the current year (2007-08). A deferred maintenance plan is currently being developed.

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by the principal, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria includes the following:

- Engaging and Supporting All Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Developing as a Professional Educator

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has offered three staff development days. During this time, teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Staff development topics during the 2006-07 school year included the following:

- Physical Fitness
- Parent Involvement
- History/Social Science
- Writing Workshops
- English Language Development (ELD)

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) facilitator and/or the Peer Assistance and Review (PAR) program.



Teacher Assignment

Robla Elementary School District recruits and employs only the most qualified credentialed teachers. During the 2006-07 school year, Bell Avenue School staffed 22 fully certificated teachers who met all credential requirements in accordance with state guidelines.

Teacher Credential Status

	Bell Ave.			RESD
	04-05	05-06	06-07	06-07
With Full Credential	24	24	22	115
Without Full Credential *	1	0	0	0
Teaching Outside Subject Area of Competence	n/a	n/a	n/a	n/a

* Figures may reflect Interns, Emergency Credentials, and/or Waivers.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential.

Teacher vacancies reflect 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. For the 2007-08 school year, the most current available data are reported.

Teacher Misassignments & Vacancies

	05-06	06-07	07-08
Teacher Misassignments of English Learners	0	0	0
Teacher Misassignments (Other)	0	0	0
Total Misassignments	0	0	0
Teacher Vacancies	0	0	0

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered "Highly Qualified" no later than the end of the 2006-07 school year.

Minimum qualifications include:

- Possession of a Bachelor's Degree
- Possession of an appropriate California teaching credential
- Demonstrated competence in core academic subjects

NCLB Compliance - Core Academic Subjects

	Bell Ave.	RESD		
		All Schools	High-Poverty Schools	Low-Poverty Schools
% of Classes Taught by NCLB Compliant Teachers	100.0%	100.0%	100.0%	100.0%
% of Classes Taught by Non-NCLB Compliant Teachers	0.0%	0.0%	0.0%	0.0%

Textbooks & Instructional Materials

Pursuant to the settlement of *Williams vs. the State of California*, Robla Elementary School District thoroughly inspected each of its school sites at the start of the 2007-08 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the district must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education. The chart below displays data collected in September 2007 in regards to the textbooks in use at Bell Avenue School during the current school year (2007-08).

Textbooks

Subject	Publisher	Grade Levels	Year Adopted	Quality, Currency, & Availability of Textbooks & Instructional Materials
Language Arts	SRA (Open Court)	K-6th	2002	All textbooks at Bell Avenue School are in adequate supply and fair to excellent condition. The school and district place great emphasis on providing students with the most up-to-date, standards-aligned textbooks and instructional materials; 100% of students in each core subject area possess the necessary textbooks and instructional materials.
	Hampton Brown		2005	
Math	Scott Foresman	K-6th	2001	
Social Science	Scott Foresman	K-5th	2006	
	Prentice Hall	6th		
Science	Harcourt Brace	4th-5th	2005	

Currently, there is no official districtwide Visual & Performing Arts texts or curriculum adoption. All schools, however, benefit from a partnership with the Sacramento Metropolitan Arts Commission.

Bell Avenue School's library and media center, staffed by a full-time Library Clerk, is stocked with supplemental and recreational reading books that are available for students to check out.



Library materials are selected to complement the Open Court Reading program and other curricular areas, including multicultural education and character building. Five computer workstations within the library are connected to the Internet so students are able to access resources and information online.

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Each classroom has a minimum of two Internet-accessible computers for student use. Students also have weekly access to the school's computer lab, staffed by a full-time Computer Teacher, which contains 28 workstations.

Students receive computer-assisted instruction on a regular schedule on programs such as Accelerated Reader, Open Court Research and Phonics Program, and Scott Foresman and Orchard Intervention Programs. For additional research materials and Internet availability, students are encouraged to visit Sacramento's public libraries which contain numerous computer workstations.

Computer Resources			
	04-05	05-06	06-07
Computers	109	81	98
Students per computer	3.8	5.0	4.2
Classrooms connected to Internet	22	22	24

Parent & Community Involvement

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, participating in the "Read Across America" program, chaperoning field trips, assisting at school activities, or sitting on committees such as Friends of the Library, School Site Council, English Language Advisory Committee (ELAC), Parent Club, and First Five Collaborative.

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.

Bell Avenue School is a recipient of the Nell Soto Grant, a parent/teacher involvement program that is designed to strengthen communication between schools and parents as a means of improving academic achievement through home visits and/or community meetings. The grant pays for teacher training and participation in the home visit/community meeting program.

Teacher & Administrative Salaries

The following chart displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. Teacher and administrative salaries as a percent of a district's budget are also listed below.

Teacher & Administrative Salaries 2005-06		
	RESD	California
Beginning Teacher Salary	\$38,130	\$38,159
Mid-Range Teacher Salary	\$61,044	\$59,148
Highest Teacher Salary	\$73,899	\$73,514
Average Principal Salary (Elementary)	\$91,210	\$91,903
Superintendent Salary	\$116,500	\$132,994
% of Budget for Teacher Salaries	47.86%	41.62%
% of Budget for Administrative Salaries	5.43%	5.91%

School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary comparison data from the State of California was for the 2005-06 school year.

For comparison purposes, the California Department of Education has provided average salary data from elementary school districts statewide. The chart at right illustrates the average teacher salary at Bell Avenue School and compares it to the average teacher salaries at the district and state levels.

Average Teacher Salaries		
School & District	Bell Avenue	\$62,110
	RESD	\$60,420
	Percentage of Variation: 2.8%	
School & State	Bell Avenue	\$62,110
	All Elementary School Districts	\$54,904
	Percentage of Variation: 13.1%	

Expenditures & Services Funded

Based on 2005-06 audited financial statements, Robla School District spent an average of \$8,085 to educate each student. The chart below provides a comparison of Bell Avenue School's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

Expenditures per Pupil		
Bell Avenue	Total	\$8,279
	Restricted (Supplemental) Sources	\$3,149
	Unrestricted (Basic) Sources	\$5,130
RESD	Unrestricted Sources	\$5,125
	Percentage of Variation (School/District): 0.1%	
California	Unrestricted Sources	\$4,943
	Percentage of Variation (School/State): 3.8%	

In addition to general state funding, Robla School District received state and federal categorical funding for the following support programs:

- Title I (Basic Grant)
- Title II, Parts A & B (Teacher Quality, Technology)
- Title III (Limited English Proficiency)
- Title IV, Part A (Safe & Drug Free Schools & Communities)
- Title V, Part A (Innovative Programs)
- Peer Assistance & Review (PAR)
- Economic Impact Aid (EIA)
- Tobacco Use Prevention Education (TUPE)

Data Sources

Data within the SARC was provided by Robla School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.