



Bell Avenue School

"Be Your Best At Bell!"

Robla Elementary School District

Lisa Hall, Principal

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Serving grades Kindergarten through Six

2008-2009 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 2008-09 school year, Bell Avenue School served 382 students in grades kindergarten through six on a traditional schedule. Additional demographics are illustrated in the chart.

Student Enrollment by Ethnic Group

2008-09

	Percentage
African American	16.8%
American Indian	0.3%
Asian	21.2%
Caucasian	22.0%
Filipino	0.5%
Hispanic or Latino	25.4%
Pacific Islander	2.9%
Multiple or No Response	11.0%

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 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						
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	83	78	41	417	405	250
Suspension Rate	20.3%	19.3%	10.7%	20.6%	20.5%	12.8%
Expulsions	1	0	1	1	0	1
Expulsion Rate	0.2%	0.0%	0.3%	0.0%	0.0%	0.1%

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

The school's Student Council sponsors school spirit activities and 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 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 and homework support.

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, 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.

Class Size

Bell Avenue School students receive additional help in the classroom from instructional assistants, parent volunteers, and "Buddies," a cross-age tutoring program. The table indicates the average class size per grade level, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	07	08	09	07	08	09	07	08	09	07	08	09
K	20	21	22	3	1	-	-	2	3	-	-	-
1	20	21	21	3	-	1	-	3	2	-	-	-
2	18	18	19	3	3	2	-	-	-	-	-	-
3	18	20	20	3	2	2	-	-	-	-	-	-
4	29	25	25	-	-	-	2	2	1	-	-	-
5	30	30	29	-	-	-	2	2	1	-	-	-
6	27	25	29	-	-	-	2	2	2	-	-	-
K-3	-	-	18	-	-	1	-	-	-	-	-	-
4-8	-	-	28	-	-	-	-	-	1	-	-	-

Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Glenwood Elementary began implementing CSR for grades kindergarten through three in 1996-1997. The table displays the percentage of K-3 classrooms that participated in CSR for the past three school years.

CSR Participation			
	2006-07	2007-08	2008-09
K	100%	33%	0%
1	100%	0%	33%
2	100%	100%	100%
3	100%	100%	100%
K-3	-	-	100%

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 chart illustrates the trend in enrollment over the last three years.

Enrollment Trend by Grade Level

	2006-07	2007-08	2008-09
K	66	69	71
1st	59	63	63
2nd	53	53	47
3rd	57	46	49
4th	58	53	42
5th	60	62	49
6th	56	58	61

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.

Instructional Materials

Pursuant to the settlement of Williams vs. the State of California, Robla Elementary School District held a public hearing on September 17, 2009, 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.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-6	English/ Language Arts	Hampton Brown	2005	Yes	0.0%
K-6	English/ Language Arts	SRA (Open Court)	2002	Yes	0.0%
K-6	Mathematics	Scott Foresman	2001	Yes	0.0%
K-6	Science	Harcourt	2008	Yes	0.0%
K-5	Social Science/ History	Scott Foresman	2006	Yes	0.0%

Library & Computer Resources

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. Two 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 30-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.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit Sacramento's public libraries which contain numerous computer workstations.

Counseling & Support Staff

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 chart displays a list of support services that are offered to students.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Academic Intervention Coach	1	1.0
Community Aide	4	0.8
English as a Second Language (ESL) Teacher	1	1.0
Instructional Assistants	1	0.5
Library Clerk	1	1.0
Music Teacher	1	0.2
Nurse	1	0.2
PE Teacher	1	0.2
Psychologist	1	0.4
Reading Specialist	1	1.0
Social Worker	1	0.2
Special Education Aides	4	4.0
Special Education Teacher	2	2.0
Speech and Language Specialist	1	0.8

Students from California State University, Sacramento tutor Bell Avenue students as part of a federal work study. 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.

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 chart displays the results of the most recent school facilities inspection. 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
- Heating
- Electrical Systems
- Interior/Exterior Painting
- Plumbing
- Air Conditioning
- Floor Systems

For the 2008-09 school year, Robla Elementary School District has budgeted \$182,510 for the deferred maintenance program, which represents 1.01% 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 (2008-09). A deferred maintenance plan is currently being developed.

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.

School Facility Conditions				
Date of Last Inspection: 01/22/2010				
Overall Summary of School Facility Conditions: Fair				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			Pre school room 4 south - iced over.
Interior	X			library - Base boards peeling - Tile stains on the ceiling. room 7 computer lab - stained ceiling tiles. room 9 - stained ceiling. room 19 - Very CLEAN classroom. room 25 - carpet dirty. room 14 - door squeaks alot-broken hinges. room 13 - air freshner-stained tiles. room 12 - stained tiles.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)			X	23/24 split portable - very unclean classroom. room 10 - ants around the sink area-no food present. room 21 - ants in the sink.
Electrical	X			Pre school room 1 - light ballest out.
Restrooms/Fountains	X			Room 1 - Faucet leaks. room 7 computer lab - leaky faucet. room 11 - stained sink and faucet leaks. room 15 - sink dirty. room 13 - sink very clean. room 12 - sink very dirty. Pre school garden room - leaky faucet.
Safety (Fire Safety, Hazardous Materials)			X	room 10 - no exit sign. room 11 - no exit sign. room 19 - no exit sign. room 20 - no exit sign. room 21 - no exit sign. 23/24 split portable - no exit sign. room 25 - no exit sign. room 15 - no exit sign. room 14 - no exit sign. room 13 - no exit sign fire extinguisher not mounted. room 12 - no exit sign fire extinguisher not mounted. Pre school garden room - no exit sign. room 25 - unmarked bottle. room 15 - unmarked bottle.
Structural (Structural Damage, Roofs)	X			Pre school room 8 - leaks. room 5a - crack in wall and ceiling. Pre school garden room - dry rot.
External (Grounds, Windows, Doors, Gates, Fences)	X			room 9 - standing water @ back door.

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.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	30	30	36	33	34	36	43	46	50
Mathematics	51	52	48	46	44	45	40	43	46
Science	13	17	40	28	25	36	38	46	50
History/Social Science	*	*	*	*	*	*	33	36	41

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)				
Subject	Subgroups			
	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	29	34	*	*
American Indian	*	*	*	*
Asian	34	61	*	*
Filipino	*	*	*	*
Hispanic or Latino	31	43	50	*
Pacific Islander	*	*	*	*
Caucasian	44	50	52	*
Males	26	47	38	*
Females	47	50	43	*
Socioeconomically Disadvantaged	34	45	37	*
English Learners	24	43	15	*
Students with Disabilities	24	15	*	*
Migrant Education	*	*	*	*

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (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 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

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. 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 2008-2009 school year, 34.0% of Bell Avenue School's fifth grade students met or exceeded state fitness standards.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	4	3	4	
Similar Schools Rank	7	2	7	
All Students				
Actual Growth	-5	33	2	752
Socioeconomically Disadvantaged				
Actual Growth	-16	43	-6	741
Asian				
Actual Growth	-	-	14	783
Hispanic or Latino				
Actual Growth	-27	12	-16	735
Caucasian				
Actual Growth	-19	62	-13	761
English Learners				
Actual Growth	13	31	2	759

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 Mathematics and English/Language Arts 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 the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	Yes	No	Yes	No
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API School Results	Yes		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.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2009-2010	2008-2009
Year in PI (2009-10)	Year 1	Year 2
# of Schools Currently in PI	-	3
% of Schools Identified for PI	-	60.00%

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level. The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight. NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

National Assessment of Educational Progress					
Reading and Mathematics Results for Grades 4 & 8					
By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress				
Reading and Mathematics Results for				
Students with Disabilities (SD) and/or English Language Learners (ELL)				
By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

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.

School Leadership

Leadership at Bell Avenue School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Lisa Hall has been the principal since the 2007-2008 school year. 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
- Student Success Teams
- English Language Advisory Committee (ELAC)
- Safety Committee
- Parent Club

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

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. 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 2008-09 school year, Bell Avenue School staffed 23 fully certificated teachers who met all credential requirements in accordance with state guidelines.

Teacher Credential Status				
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	22	23	23	115
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

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.

Misassignments/Vacancies			
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "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, and demonstrated competence in core academic subjects.

Data Sources

Data within the SARC was provided by Robla Elementary School District, retrieved from the 2008-09 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.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

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 2008-09 school year.

For comparison purposes, the California Department of Education has provided average salary data from elementary school districts statewide. The chart 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	
School	\$61,602
District	\$66,248
Percentage of Variation	7.02%
School & State	
All Elementary School Districts	\$63,421
Percentage of Variation	2.87%

Teacher & Administrative Salaries as a Percentage of Total Budget

The table displays district salaries 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 the districts 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.

Average Salary Information		
Teachers - Principal - Superintendent		
2007-08		
	District	State
Beginning Teachers	\$39,655	\$41,031
Mid-Range Teachers	\$63,486	\$63,366
Highest Teachers	\$76,855	\$80,596
Elementary School Principals	\$93,579	\$100,937
Middle School Principals	-	\$105,066
High School Principals	-	\$106,534
Superintendent	\$121,018	\$147,438
Salaries as a Percentage of Total Budget		
Teacher Salaries	45.9%	40.6%
Administrative Salaries	4.8%	6.1%

District Expenditures

Based on 2007-08 audited financial statements, Robla Elementary School District spent an average of \$9,341 to educate each student. The chart provides a comparison of Bell Avenue School's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

In addition to general state funding, Robla Elementary 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 VI, Part A (Innovative Programs)
- Peer Assistance & Review (PAR)
- Economic Impact Aid (EIA)
- Tobacco Use Prevention Education (TUPE)

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$9,486
From Restricted Sources	\$3,747
From Unrestricted Sources	\$5,739
District	
From Unrestricted Sources	\$9,378
Percentage of Variation between School & District	38.80%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	4.12%