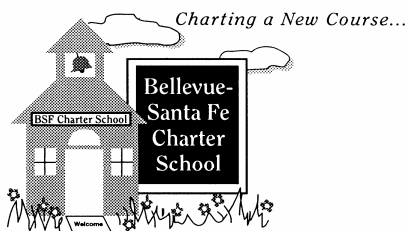


# Bellevue-Santa Fe Charter School

Kindergarten  
through Grade 6

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## 2007-2008 School Accountability Report Card *Published During 2008-2009*

### I. Data and Access

*DataQuest* is an online data tool located at <http://dg.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g., Academic Performance Index (API), Adequate Yearly Progress (AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

*Internet Access* is available at public libraries and other locations that are publicly accessible; e.g., the California State Library. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used, depending on availability, the types of software programs available on a workstation, and the ability to print documents.

### II. About Bellevue-Santa Fe Charter School

#### School Description and Mission Statement

Bellevue-Santa Fe Charter School (BSFCS) is a tuition-free public charter school serving students from kindergarten through sixth grade. Charter schools are schools of choice, where students choose to attend and teachers choose to teach. They differ from traditional public schools in their operational structure. With its own Governing Board, BSFCS operates like a small school district with the flexibility to effectively and efficiently meet student needs. BSFCS was the 93rd charter approved by the State Board of Education and opened its doors for students as a charter school in September of 1996. In 2008, BSFCS was honored to receive the California Distinguished School Award.



BSFCS is a small neighborhood school set amongst the apple orchards of Avila Valley. With the coastal mountain ranges on the horizon and the Pacific Ocean in our backyard, Bellevue-Santa Fe Charter School provides a peaceful, idyllic setting. Parents and community members worked diligently to convert Bellevue-Santa Fe Elementary School to a charter school in order to keep this small, neighborhood school open and located on the same beautiful campus the school has occupied for over 40 years. The students, educators, administrator, parents/families, and the community at large have built the educational program around the simple yet compelling idea that the education of a student is a shared responsibility.

**Our motto:** What we learn with pleasure, we will never forget.

**Our mission:** Bellevue-Santa Fe Charter School celebrates the joy of lifelong learning. Children and adults work together to create a safe and supportive, inspiring and challenging, school community where learning is optimized for every child.

#### Our beliefs:

- We believe every person is unique and has inherent worth.
- We believe learning should be as natural and enjoyable as possible.
- We believe each person should be supported to achieve their full potential.
- We believe every person has responsibility for their own choices and actions.
- We believe respectful, compassionate, positive relations are essential to personal fulfillment.
- We believe the community and culture in which one is nurtured has an enduring impact on individual development.

**Our goals:**

- To acknowledge, respect, and address the individual learning styles and development stages of each student in order to support them in achieving their full potential.
- To encourage curiosity, creativity, innovation, and a love for learning in a safe, structured environment.
- To meet and go beyond the state standards.
- To encourage personal responsibility and accountability for one's own actions, both social and academic.
- To promote a respectful partnership between teachers, parents and students.
- To hire, support and retain professional, motivated and dedicated staff.
- To teach and model respectful, positive, compassionate behavior.
- To strive for continuous improvement and innovation.

**Opportunities for Parental Involvement.**

Parents are an integral part of their child's education at Bellevue-Santa Fe Charter School. They are encouraged to contribute a minimum of six hours per month of volunteer time at the school. Opportunities available for parental involvement range from serving on the school's Governing Board, to running the hot lunch program, to providing expertise and material resources, to helping in the classroom.

The BSFCS Parent Teacher Advisory Council (PTAC) is another way that parents can give input regarding the operation of the school. The PTAC consists of members of the community, parents, and educators. The specific purpose of the PTAC is to provide a source of external and independent input, support, and recommendations to the school's Governing Board. The PTAC also provides a forum for parent education, enrichment, and dialogue.

Bellevue-Santa Fe Charter School was formed through parents' desire to create a positive learning environment for their children; and it has grown and evolved into a well-respected, successful, local school through the continued dedication and support of the school community. For further information on parental involvement, please contact the school office at 595-7169.

**Enrollment by Grade Level (2007-2008)**

Grade Level	Number of Students
Kindergarten	19
Grade 1	20
Grade 2	20
Grade 3	20
Grade 4	22
Grade 5	22
Grade 6	22
<b>Total Enrollment</b>	<b>145</b>

**Enrollment by Group (2007-2008)**

Group	Percent of Enrollment
African American	2.07%
American Indian or Alaska Native	.69%
Asian	9.66%
Filipino	
Hispanic or Latino	8.97%
Pacific Islander	
White (not Hispanic)	78.62%
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	8%

**Average Class Size and Class Size Distribution (Elementary)**

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	1			20	1			19	1		
1	20	1			20	1			20	1		
2									20	1		
3									20	1		
4									22		1	
5									22		1	
6	22		1		23		1		22		1	
K-3	19.5	2			20	2						
3-4												
4-8	22		2		22		2					

### III. School Climate

#### School Safety Plan

The School Safety Plan focuses on both the physical and emotional safety of students. One of the tremendous benefits of being a small school is that students are well known by other students and adults in the school community which enables us to identify and address student safety issues quickly and efficiently.

The Student Behavior Expectation and Discipline Plan was developed to help ensure that the students are safe and know what is expected of them. It is the intent of this plan to establish and build a school community where all individuals are valued and respected. At Bellevue-Santa Fe Charter School, we strive to instill in each student the desire and the ability to do the right thing in every situation. We believe that all students have the potential for behaving positively and that students choose and are responsible for their behaviors. We take seriously our responsibility to thoughtfully guide and teach students to make appropriate choices.

Students are expected to:

- Treat others the way you would like to be treated;
- Be sensitive to other's feelings;
- Refrain from physically hurting each other;
- Use appropriate and respectful language;
- Be on time to school and prepared to learn;
- Listen to and respond appropriately to the adults and others at school;
- Respect yourself, others and school property;
- Be safe.

In terms of physical safety, we work closely with local emergency organizations in addition to staff receiving annual CPR and first aid training. The local fire department participates in our monthly fire drills. School staff also work closely with the County Office of Emergency Services to keep the emergency procedure manual current. In the fall of 2004, BSFCS participated in a federally monitored emergency drill and received accolades from the agencies involved. Our School Safety Plan was last updated in September 2008 and is reviewed with staff annually.

#### 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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
<b>Suspensions</b>	.01	.006	.01	12.3	6.4	6.8
<b>Expulsions</b>	0	0	0	.1	.1	.2

### IV. School Facilities

#### Facility Conditions and Planned Improvements

Bellevue-Santa Fe leases its facility from San Luis Coastal Unified School District. As part of this lease, maintenance is provided by the district. The school community gives aid in many areas in order to enhance our beautiful campus. The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the Buildings, Grounds and Transportation office.

#### Age of School Buildings

Bellevue Santa Fe Charter School has 9 classrooms, a multipurpose room and an office. The main campus was built in 1965 and a portable relocatable was added in 1999.

#### Maintenance and Repair

The district maintenance staff ensures that repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Many of our facilities were rehabilitated as part of our Measure A Building Program which began in 1996. District facilities are in very good shape.

#### Cleaning Process and Schedule

The Board of Education has adopted cleaning standards for all schools in the district. A summary of these standards is available at Buildings, Grounds and Transportation. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

### Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which 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 roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2008-2009 school

year, the district has budgeted \$300,000 for the deferred maintenance program, which represents 0.5% of the district's general fund budget.

### Deferred Maintenance Projects

The complete deferred maintenance plan, approved by the Board of Education, is available at the Buildings, Grounds and Transportation office.

### School Facility Good Repair Status

The following displays the results of the most recently completed school site inspection.

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

### Overall Summary of School Facility Good Repair Status

The overall summary of the facility condition of this school is good.

## V. 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 DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	8	8	9	385
Without Full Credential	1	0	0	5
Teaching Outside Subject Area of Competence	0	0	0	N/A

### Teacher Misassignments and Vacant Teacher Positions

The district did not have any teacher misassignments (teachers assigned without proper legal authorization) or 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) for the three-year period 2006-07 through 2008-09.

### Core Academic Classes Taught by NCLB Compliant Teachers (2006-2007)

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 this school and the district. More information on teacher qualifications required under NCLB can be found on the NCLB Web page 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
All Schools in District	98.6%	1.4%
High-Poverty Schools in District	There are no high-poverty schools in the district.	
Low-Poverty Schools in District	97.3%	2.7%

## VI. Support Staff

### Academic Counselors and Other Support Staff (2007-2008)

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% of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
<b>Library Media Services Staff (paraprofessional)</b>		
Psychologist	.15	
Nurse	.15	
Speech/Language/Hearing Specialist	.15	

## VII. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials (2008-2009)

A priority of the school is to supply staff and students with high quality instructional materials and textbooks. The ratio of textbooks per pupil is one textbook to each student. Bellevue-Santa Fe Charter School follows the California Schedule of Curriculum Framework Development and Adoption of K-8 Instructional Materials.

State-adopted Houghton Mifflin Language Arts textbooks were purchased for grades K-3 in 2003-2004. In 2004-2005, the school adopted *Great Body Shop* as its Health program. In 2006-07, the school purchased McGraw Hill as its state-adopted Social Science program. In 2007-2008, the school adopted and implemented McGraw Hill for Science instruction. In addition to the adopted textbook budget, each classroom teacher has a discretionary budget to purchase instructional materials. In 2007-2008, this amount was \$1,000 per teacher.

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-2007)

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 can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <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	\$7,104	\$265	\$6,839	\$60,312
District			\$7,368	\$68,799
Percent Difference - School Site and District			-7.18%	-12.3%
State			\$5,300	\$62,157
Percent Difference - School Site and State			38.36%	-2.97%

### Types of Services Funded (2007-2008)

Funded services include instructional, transportation, operation, and administrative. Bellevue is proud of many unique programs it has developed to further our students' educational experience. The students participate in such opportunities as weekly science classes in our self-contained laboratory, a twice-yearly electives program, individualized teaching with our Literacy Coach, and twice-weekly Physical Education class. Our campus also houses a "hands-on" science museum where students can explore and reinforce concepts taught in the classroom.

## Teacher and Administrative Salaries (Fiscal Year 2006-2007)

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 can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Avg For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$38,000	\$39,692
<b>Mid-Range Teacher Salary</b>	\$58,000	\$62,830
<b>Highest Teacher Salary</b>	\$79,000	\$80,472
<b>Average Principal Salary (Elementary)</b>	\$102,209	\$98,460
<b>Average Principal Salary (Middle)</b>	\$108,756	\$104,522
<b>Average Principal Salary (High)</b>	\$116,776	\$114,549
<b>Superintendent Salary</b>	\$165,315	\$166,547
<b>% of Budget for Teacher Salaries</b>	40.2%	40.2%
<b>% of Budget for Admin Salaries</b>	5.6%	5.8%

## IX. Student Performance

*Please 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of an individual student.*

### 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, 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 on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>.

### CST Results for All Students – Three-Year Comparison

This table displays percent of students achieving at Proficient or Advanced level (meeting or exceeding state standards) for the previous three-year period.

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
<b>English-Language Arts</b>	76%	75%	79%	63%	64%	64%	42%	43%	46%
<b>Mathematics</b>	74%	75%	81%	56%	56%	53%	40%	40%	43%
<b>Science</b>	74%	86%	71%	62%	62%	68%	35%	38%	46%
<b>History/Social Science</b>				53%	51%	54%	33%	33%	36%

### 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 Arts	Mathematics	Science
<b>White (Not Hispanic)</b>	80%	83%	76%
<b>Male</b>	74%	79%	69%
<b>Female</b>	84%	82%	

### California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9. In 2007-2008, 72.7% of 5<sup>th</sup> grade students at this school met fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

## X. 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 API Web page <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks – Three-Year Comparison

This table displays the school's 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% of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10% of all schools in the state.

API Rank	2004-05	2005-06	2007-08
Statewide	10	9	9
Similar Schools	N/A	1	2

### API Changes by Student Group – Three Year Comparison

This table displays, by numerically significant student group, the actual API changes in points added or lost for the past three years, and the most recent API score.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	-12	3	30	914
White (not Hispanic)	-17	10	41	924

### Adequate Yearly Progress (2007-2008)

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; and
- Graduation rate for secondary schools.

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

### AYP Overall and by Criteria (2007-2008)

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	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes

### 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 AYP Web page 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 Implementation		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		6.3%

## **XI. Instructional Planning and Scheduling**

### **Professional Development**

The teaching staff at BSFCS continually strive to enhance their teaching methodology. On Wednesday afternoons, students are dismissed at 12:30 to provide staff the opportunity to plan meaningful curriculum, share teaching strategies, and develop professionally. Time away from normal classroom responsibilities is also available for teachers to visit other schools or classes, plan, or participate in workshops and conferences. It is the school's goal to provide our talented teachers with the support, guidance, and resources they need to help each student reach his or her fullest potential. For each of the past three years, Bellevue-Santa Fe teachers were provided five professional development days.



*The School Accountability Report Card (SARC), 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 on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about this school, parents and community members should contact the school principal or the district office.*