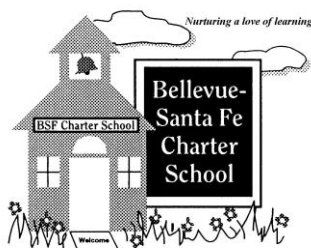


# Bellevue-Santa Fe Charter School

Kindergarten  
through Grade 6

Brian Getz  
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## 2014-2015 School Accountability Report Card *Published During 2015-2016*

### I. Data and Access

*Ed-Data* is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

*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

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

**Our mission:** Bellevue-Santa Fe Charter School is a school of choice which serves kindergarten to sixth grade students from the Avila Valley and surrounding areas. Our school creates a safe, supportive, inspiring, and challenging school environment where learning is optimized for every child.

#### School Description and Mission Statement

Bellevue-Santa Fe Charter School (BSFCS) is a small, neighborhood K-6 elementary school on the Central Coast, set amongst the apple orchards of Avila Valley and surrounded by coastal rolling hills. At the core of BSFCS is the simple yet compelling idea that the education of a student is a shared responsibility and cooperative endeavor between family, school and community. In 1996 when BSFCS was at risk of closing, our school community diligently worked together to convert BSFCS to a charter school and in doing so became the 93<sup>rd</sup> charter school in the State of California. Today, eighteen years later, the students, teachers, administrator, parents and the community at-large continue to work together to create a unique, compassionate and inspiring environment where learning is optimized for every child. The BSFCS approach to education challenges students to reach their full potential, nurtures human relationships, and inspires a lifelong passion for learning.



At BSFCS, we encourage our students to strive for academic and personal excellence under the guiding principal by Alfred Mercier that "*what we learn with pleasure, we never forget.*" At the daily all-school assemblies our school community may experience the Kindergarteners' dramatic interpretation of a book by Eric Carle or listen intently as a multi-age class shares original poetry about fond family memories. With the adopted California Common Core Content Standards (CCCCS) as a guide, we balance fundamental skill acquisition and application of the main content areas with integrated, project-based instruction. The curriculum also includes physical fitness and wellness, visual and performing arts, hands-on science labs, and applied technologies as an integral part of a well-rounded person. By actively engaging students, bringing joy to the learning process, and making it relatable, children become intrinsically motivated to learn and more fully engaged in life and their relationships.

The foundation of our approach at BSFCS is the understanding that all children learn, develop and perceive the world in different ways. As such we use differentiated instructional methods to meet the individual needs of each student. Our emphasis on hands-on, project-based learning is rooted in the belief that students learn best through experience. Integrated, thematic instruction at BSFCS fosters creativity, collaboration, and critical thinking across disciplines.

Since its inception as a charter school, Bellevue-Santa Fe has evolved into one of the finest schools in the area through the continued dedication and support of the entire school community. We believe that developing healthy relationships is a precursor to building strong, resilient minds. Parents are an integral part of the school experience and share in nearly all aspects of its operation. It is this deep commitment to BSFCS, along with the love and passion of the educators that has created a lively community who are inspired, compassionate, and deeply engaged in the process of learning.

**Our beliefs:**

- We believe every person is unique and has inherent worth.
- We believe learning is a natural and enjoyable process.
- 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 relationships 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 stay open to continuous improvement and innovation.
- To ensure that each student meets or exceeds the California Common Core Content 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 teach and model respectful, positive, compassionate behavior.
- To promote multi-cultural perspectives, global citizenship, social responsibility, and empathy.
- To maintain a small community school with small class sizes.
- To hire, support and retain professional, motivated and dedicated staff.

**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.

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 (2014-2015)**

Grade Level	Number of Students
Kindergarten	22
Grade 1	22
Grade 2	22
Grade 3	22
Grade 4	22
Grade 5	22
Grade 6	22
<b>Total Enrollment</b>	<b>154</b>

**Enrollment by Group (2014-2015)**

Group	Percent of Enrollment
<b>African American</b>	
<b>American Indian or Alaska Native</b>	0.6%
<b>Asian</b>	6.5%
<b>Filipino</b>	0.6%
<b>Hispanic or Latino</b>	9.1%
<b>Pacific Islander</b>	
<b>White (not Hispanic)</b>	76%
<b>Two or More</b>	7.1%
<b>Socioeconomically Disadvantaged</b>	3.2%
<b>English Learners</b>	0%
<b>Students with Disabilities</b>	1.9%

**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	Avg. Class Size	2012-13			Avg. Class Size	2013-14			Avg. Class Size	2014-15		
		Number of Classrooms				Number of Classrooms				Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	20	1			20	1			22		1	
<b>1</b>	20	1			20	1			22		1	
<b>2</b>	10	2			20	1			22		1	
<b>3</b>	10	2			20	1			22		1	
<b>4</b>	11	2			20		2		22		1	
<b>5</b>	11	2			22		2		22		1	
<b>6</b>	22		1		22		1		22		1	

### 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. This closeness 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. Our School Safety Plan was last updated in September 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Suspensions</b>	0%	0%	0%	4.17%	4.37%	4.05%
<b>Expulsions</b>	0%	0%	0%	0.25%	0.01%	0.14%

### IV. School Facilities

#### Facility Conditions and Planned Improvements

Bellevue-Santa Fe Charter School 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 7 classrooms, a multipurpose room, a science lab, a science museum, and an office. The main campus was built in 1965.

## New Student Restrooms

### 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 closely 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 is one of the programs included in SBX34 and is allowed the flexibility to be used for any educational purpose. The District has continued using the state funding 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.

### 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.

System Inspected	Good	Fair	Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	✓			
<b>Interior:</b> Interior Surfaces	✓			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	✓			
<b>Electrical:</b> Electrical	✓			Action taken or planned is tracked with School Dude
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	✓			
<b>Safety:</b> Fire Safety, Hazardous Materials	✓			
<b>Structural:</b> Structural Damage, Roofs	✓			
<b>External:</b> Playground, School Grounds, Windows, Doors, Gates, Fences	✓			
<b>Overall Rating</b>	✓			

## 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	2012-13	School 2013-14	2014-15	District 2014-15
<b>With Full Credential</b>	7	8	9	424
<b>Without Full Credential</b>	0	0	0	5
<b>Teaching Outside Subject Area of Competence</b>	1	1	0	0

### 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 2013-14 through 2015-16.

Indicator	2013-14	2014-15	2015-16
<b>Misassignments of Teachers of English Learners</b>	3	0	0
<b>Total Teacher Misassignments*</b>	4	1	0
<b>Vacant Teacher Positions</b>	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers (2014-2015)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	99.35%	.65%
High-Poverty Schools in District	98.93%	1.07%
Low-Poverty Schools in District	99.75%	.25%

### VI. Support Staff

#### Academic Counselors and Other Support Staff (2014-2015)

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
Library Media Services Staff (paraprofessional)	0	
Psychologist	0	
Nurse	0	
Speech/Language/Hearing Specialist	0	

### VII. Curriculum and Instructional Materials

#### Quality, Currency, and Availability of Textbooks and Instructional Materials (2015-2016)

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 and for grades 4-5 in 2004-2005. For mathematics, state-adopted Scott Foresman California Math was purchased in 2005-2006. In 2006-2007, the school purchased McGraw Hill as its state-adopted Social Science program. In 2007-2008, the school adopted and implemented Delta Education and MacMillan/McGraw Hill for Science instruction. In addition to the adopted textbook budget, each classroom teacher has a discretionary budget to purchase instructional materials. In 2009-2010, this amount was \$1,000 per teacher.

### VIII. School Finances

#### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-2013)

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	\$9,322	\$398	\$8,924	\$68,932
District			\$10,445	\$71,525
Percent Difference - School Site and District			-14.56%	-3.63%
State			\$8,867	\$71,396
Percent Difference - School Site and State			0.64%	-3.45%

#### Types of Services Funded (2014-2015)

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 2013-2014)

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
Beginning Teacher Salary	\$43,414	\$42,315
Mid-Range Teacher Salary	\$64,846	\$66,451
Highest Teacher Salary	\$91,225	\$95,603
Average Principal Salary (Elementary)	\$120,985	\$105,079
Average Principal Salary (Middle)	\$123,376	\$111,005
Average Principal Salary (High)	\$131,460	\$121,310
Superintendent Salary	\$191,230	\$189,899
% of Budget for Teacher Salaries	36%	39%
% of Budget for Admin Salaries	6%	6%

### 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.

### 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 Assessment of Student Performance and Progress Results for All Students (School Year 14-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/Literacy (grades 3-8 and 11)	77%	59%	44%
Mathematics (grades 3-8 and 11)	76%	50%	33%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### CAASPP Assessment Results – English Language Arts (ELA)

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 14-15)

#### ELA – Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	22	18	81.8%	6%	11%	17%	67%
Male		10	45.5%	*	*	*	*
Female		8	36.4%	*	*	*	*
White		15	68.2%	7%	13%	20%	60%

Double dashes – appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

\*Level 1 = Standard not met

Level 2 = Standard nearly met

Level 3 = Standard met

Level 4 = Standard exceeded

### CAASPP Assessment Results – English Language Arts (ELA)

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 14-15)

#### ELA – Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	22	22	100%	9%	18%	27%	45%
Male		8	36.4%	*	*	*	*
Female		14	63.6%	0%	7%	43%	50%
White		14	63.6%	14%	14%	29%	43%

**CAASPP Assessment Results – English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 14-15)**  
**ELA – Grade 5**

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	22	22	100%	9%	18%	14%	59%
Male		12	54.5%	8%	25%	17%	50%
Female		10	45.5%	*	*	*	*
White		17	77.3%	12%	12%	18%	59%

**CAASPP Assessment Results – English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 14-15)**  
**ELA – Grade 6**

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	22	20	90.9%	0%	20%	40%	40%
Male		8	36.4%	*	*	*	*
Female		12	54.5%	*	*	*	*
White		15	68.2%	0%	13%	40%	47%

**CAASPP Assessment Results – Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 14-15)**  
**Mathematics – Grade 3**

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	22	18	81.8%	0%	17%	22%	61%
Male		12	66.1%	35%	22%	32%	11%
Female		6	33.9%	32%	42%	26%	0%
White		7	37.5%	10%	38%	38%	14%

**CAASPP Assessment Results – Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 14-15)**  
**Mathematics – Grade 4**

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	22	22	100%	9%	23%	36%	32%
Male		10	46.3%	28%	36%	24%	12%
Female		10	46.3%	32%	24%	28%	16%
White		10	46.3%	16%	28%	40%	16%

**CAASPP Assessment Results – Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 14-15)**  
**Mathematics – Grade 5**

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	22	22	100%	14%	14%	14%	59%
Male		8	35.9%	36%	36%	14%	14%
Female		14	61.5%	38%	46%	13%	4%
White		6	28.2%	27%	36%	9%	27%

**CAASPP Assessment Results – Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 14-15)**  
**Mathematics – Grade 6**

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	22	20	90.9%	10%	10%	25%	55%
Male		7	48.4%	26%	45%	13%	16%
Female		9	46.9%	33%	20%	23%	23%
White		7	35.9%	9%	22%	39%	30%

### CST Results for All Students – Science 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science	81%	80%	77%	74%	75%	74%	59%	60%	56%

### CST Results by Student Group in Science – 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.

Student Group	Science
All Students in the District	74%
All Students at the School	77%
White (Not Hispanic)	76%
Male	75%
Female	*

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### California Physical Fitness Test Results (2014-15)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test result to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	9.1%	22.7%	68.2%

## X. Accountability

### Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics;
- Percent proficient on the state's standards-based assessments in ELA and mathematics;
- API as an additional indicator; 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 (2014-2015)

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



AYP Criteria	School	District
Overall	No results for 2014-2015	
Participation Rate - English-Language Arts		
Participation Rate - Mathematics		
Percent Proficient - English-Language Arts		
Percent Proficient - Mathematics		
Met Attendance Rate		

### Federal Intervention Program (2015-2016)

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	No	In PI
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		6
Percent of Schools Currently in Program Improvement		37.5%

## XI. Instructional Planning and Scheduling

### Professional Development

The teaching staff at BSFCS continually strives 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. Every year Bellevue-Santa Fe teachers are provided five professional development days prior to the start of the school year to plan curriculum and prepare for the start of the year.



*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.*