

SARC

2015-16
School Accountability
Report Card

Published in 2016-17



Bell Intermediate School

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12345 Springdale Street
Garden Grove, CA 92845

Grades: 7-8
Phone: (714) 663-6466
<http://bell.ggusd.us>

CDS Code: 30-66522-6028450

To view the SARC in Spanish or
Vietnamese, please visit:
www.ggusd.us

Garden Grove USD



School Description

Bell Intermediate School is one of 70 schools in the Garden Grove Unified School District and serves students in grades 7-8 from the cities of Garden Grove, Stanton, Westminster, Cypress and Anaheim.

School Safety

Maintaining a safe and orderly environment is essential to learning. All schools in the district are closed campuses, and visitors must immediately register in the school office before entering the campus. School access is monitored by administrators, teachers, the counselor and noon duty supervisors.

All schools operate employee safety committees and maintain comprehensive school safety plans that are reviewed and updated annually at the beginning of the school year. It was most recently updated and reviewed with school staff in September 2016. The safety plans include such elements as emergency plans and procedures, Department of Homeland Security alert precautions, school rules and school dress codes.

School safety committees, consisting of certificated and classified staff, meet to address safety issues for students and employees. Earthquake safety procedures are distributed to all students and parents at the beginning of the school year. Fire drills are conducted monthly at each elementary school, no fewer than four times per year at each intermediate school and at least twice a year at each high school. Drop drills are held quarterly at each elementary school and at least once each semester at intermediate and high schools. All schools conduct one lockdown exercise each year.

Public Internet Access

Individuals without home Internet access can use computers with Internet connections at public libraries within the Garden Grove Unified School District to download and view School Accountability Report Cards. Access to the Internet at libraries 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.

See below for library contact information for your community.

Orange County Public Library
Tel: (714) 566-3000
www.ocpl.org

Anaheim Public Library
Tel: (714) 765-1880
www.anaheim.net/library

Santa Ana Public Library
Tel: (714) 647-5250
www.santa-ana.org/library

The Orange County Public Library serves the cities of Cypress, Fountain Valley, Westminster, Garden Grove and Stanton within the GGUSD.

Professional Development

GGUSD's professional-development program centers on research-based effective instruction with embedded strategies to scaffold and differentiate for diverse learners. Teachers are supported in their implementation of effective instruction through extensive training and targeted in-class support. The use of student-achievement data also assists in providing clear goals and expectations for planning in-services for teachers and para-professionals.

Intensive workshops are conducted in late August and early September during the two weeks before school starts to provide teachers with new knowledge and enhanced skills for the upcoming school year, with an emphasis on the new math textbook adoption. Staff-development opportunities are also offered after school and by release time throughout the school year to provide in-class demonstrations as well as opportunities to understand the standards and curriculum for math content. While during the 2014-15 school year, at least five days before the school year and at least one day during the school year were dedicated to staff and professional development, we offered additional training days during the 2015-16 school year to support teachers through the implementation of new standards aligned curriculum in the area of math. Due to changes to the school calendar, only four days were able to be offered during the 2016-17 school year. Along with these in-service opportunities, one non-student day is set aside each year for staff development for all high school teachers in the district.

New teachers are provided an extensive new teacher training program. Classroom management, the district's base program, report cards, parent-teacher conferences and research-based strategy instruction are just a few of the subjects of training for new teachers.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Garden Grove Unified School District Mission Statement

To ensure student success, we will provide a rigorous and supportive academic experience that motivates all learners to meet high expectations.

Garden Grove Unified School District Vision Statement

We are committed to preparing all students to be successful and responsible citizens who contribute and thrive in a diverse society.

Professional Development Days

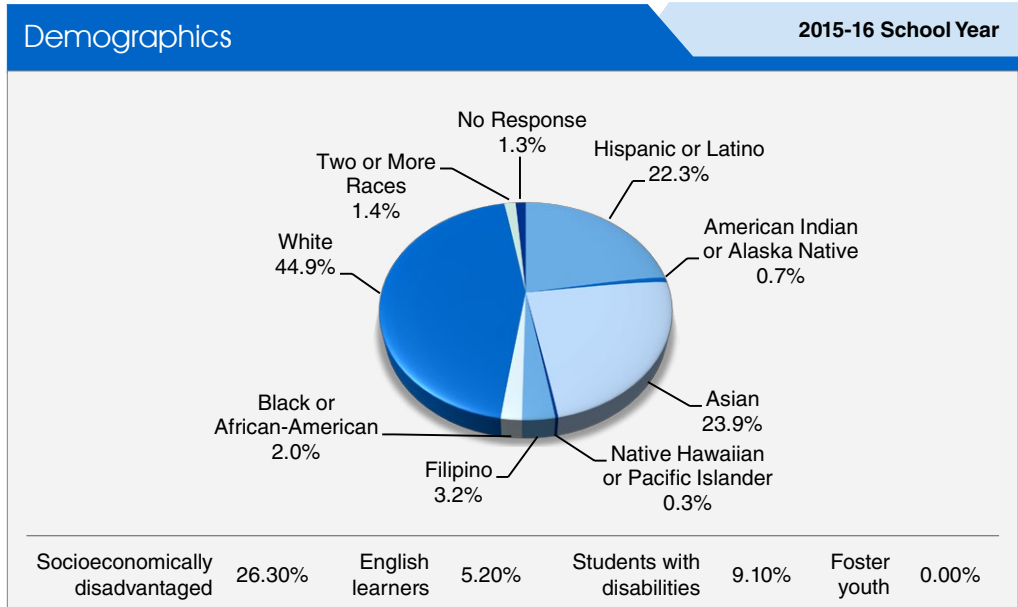
Three-Year Data

	2014-15	2015-16	2016-17
Bell IS	At least five days before the school year and one day during the school year	At least six days before the school year and three days during the school year	At least four days before the school year and one day during the school year



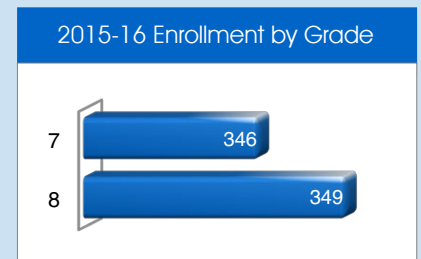
Enrollment by Student Group

The total enrollment at the school was 695 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.



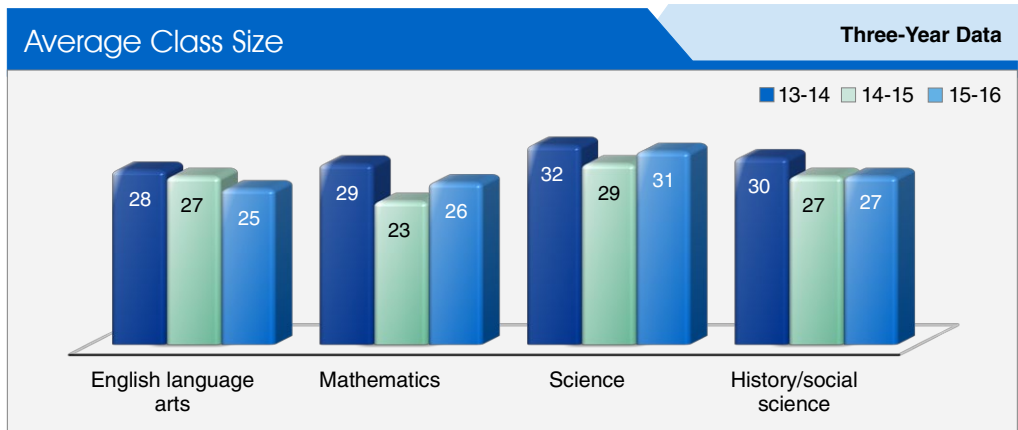
Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.



Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



Number of Classrooms by Size **Three-Year Data**

Subject	2013-14			2014-15			2015-16		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	6	21	8	5	26	4	79	45	3
Mathematics	5	5	15	11	15	3	47	42	5
Science		8	8	1	14	2	23	25	3
History/social science	2	9	7	4	12	3	40	17	5

School Leadership and School Personnel

Strong leadership is essential in a quality school and is provided at Bell Intermediate School by Matthew Lambert, the principal, a professional educator for 16 years. He was appointed principal of Bell Intermediate School in 2014.

Along with the principal, the school's leadership team is composed of the assistant principal, the counselor, activities director, department chairs, teachers and school secretary. Among its responsibilities, the leadership team advises on academic and extracurricular programs.

In addition to administrators, teachers and classified staff, specially trained support personnel are also available to students. They include:

- Vocal music teacher
- Instructional aides
- Instrumental music teacher
- Psychologist
- Adapted P.E. teacher
- Resource specialist teacher
- Special day class teacher
- Speech and language pathologist
- Nurse/health assistant
- Noon duty supervisors
- Technology assistant I
- Security resource officer (GGPD)
- Teacher on special assignment
- Librarian



Parental Involvement

There are many opportunities in the district for parental involvement through participation in parent support organizations, booster clubs, school site councils, and district-level advisory committees.

Parents at the school volunteer in classrooms, assist with field trips, attend Parent Teacher Association (PTA) meetings and activities, attend back-to-school night and open house, and participate in family fun nights and parent information nights.

For more information on how to become involved at the school, please contact Jessi Summers, PTA president, at (714) 663-6466.



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions							Three-Year Data		
	Bell IS			Garden Grove USD			California		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspension rates	4.1%	4.9%	4.9%	3.0%	2.2%	3.5%	4.4%	3.8%	3.7%
Expulsion rates	0.0%	0.0%	0.0%	0.1%	0.0%	0.1%	0.1%	0.1%	0.1%

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2016-17 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2016-17 School Year
	Bell IS	Garden Grove USD
Program Improvement status	Not Title I	In PI
First year of Program Improvement	◇	2008-2009
Year in Program Improvement	◇	Year 3
Number of schools currently in Program Improvement		48
Percentage of schools currently in Program Improvement		84.20%

◇ Not applicable. The school is not in Program Improvement.

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Meeting Fitness Standards

2015-16 School Year

Grade 7

Four of six standards	11.5%
Five of six standards	23.9%
Six of six standards	44.2%



CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced							Three-Year Data		
Subject	Bell IS			Garden Grove USD			California		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	88%	91%	91%	65%	63%	62%	60%	56%	54%

CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The "Proficient or Advanced" is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced				2015-16 School Year	
Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced	
All students	362	328	90.61%	91.16%	
Male	181	164	90.61%	89.02%	
Female	181	164	90.61%	93.29%	
Black or African-American	❖	❖	❖	❖	
American Indian or Alaska Native	❖	❖	❖	❖	
Asian	82	78	95.12%	98.72%	
Filipino	14	14	100.00%	100.00%	
Hispanic or Latino	89	86	96.63%	82.56%	
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	
White	154	133	86.36%	92.48%	
Two or more races	❖	❖	❖	❖	
Socioeconomically disadvantaged	101	93	92.08%	82.80%	
English learners	12	12	100.00%	50.00%	
Students with disabilities	36	31	86.11%	54.84%	
Students receiving Migrant Education services	❖	❖	❖	❖	
Foster youth	❖	❖	❖	❖	

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA) and literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
Subject	Bell IS		Garden Grove USD		California	
	14-15	15-16	14-15	15-16	14-15	15-16
English language arts/literacy	71%	74%	49%	54%	44%	48%
Mathematics	62%	59%	39%	45%	33%	36%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASPP consists of several key components, including:

California Alternate Assessment (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

Smarter Balanced Assessments include ELA/literacy in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts and mathematics for the school by student groups for grades 7 and 8.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. 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 only students who received scores.



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 7

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 7

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	350	334	95.40%	73.95%
Male	168	162	96.40%	67.90%
Female	182	172	94.50%	79.65%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	86	85	98.80%	87.06%
Filipino	❖	❖	❖	❖
Hispanic or Latino	74	71	96.00%	54.93%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	163	151	92.60%	74.83%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	90	89	98.90%	64.04%
English learners	17	15	88.20%	26.67%
Students with disabilities	26	24	92.30%	12.50%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 7

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	350	334	95.40%	57.49%
Male	168	162	96.40%	58.02%
Female	182	172	94.50%	56.98%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	86	85	98.80%	82.35%
Filipino	❖	❖	❖	❖
Hispanic or Latino	74	71	96.00%	36.62%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	163	151	92.60%	52.98%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	90	89	98.90%	47.19%
English learners	17	15	88.20%	6.67%
Students with disabilities	26	24	92.30%	8.33%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 8

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 8

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	359	334	93.00%	73.57%
Male	179	168	93.90%	68.45%
Female	180	166	92.20%	78.79%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	82	79	96.30%	85.90%
Filipino	14	14	100.00%	100.00%
Hispanic or Latino	89	87	97.80%	58.62%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	152	137	90.10%	72.99%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	101	96	95.10%	62.11%
English learners	12	12	100.00%	8.33%
Students with disabilities	36	33	91.70%	18.18%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 8

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	359	329	91.60%	59.57%
Male	179	166	92.70%	56.02%
Female	180	163	90.60%	63.19%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	82	77	93.90%	79.22%
Filipino	14	14	100.00%	78.57%
Hispanic or Latino	89	86	96.60%	36.05%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	152	135	88.80%	61.48%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	101	94	93.10%	46.81%
English learners	12	12	100.00%	16.67%
Students with disabilities	36	33	91.70%	6.06%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



Textbooks and Instructional Materials

Textbooks and Instructional Materials List		2016-17 School Year
Subject	Most Recent State Board of Education or Local Governing Board Approved Textbooks and Instructional Materials	Adopted
English language arts	Yes	2016-17
Math 7	Yes	2015-16
Math 8	Yes	2015-16
Math: Algebra 1	Yes	2015-16
Math: Geometry	Yes	2015-16
Math: All other courses	Yes	2015-16
History/social science	Yes	2006-07
Science	Yes	2007-08
Visual and performing arts	---	2007-08
Foreign language	---	2007-08++
Health	---	2007-08

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject		2015-16 School Year
Bell IS	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	0%	
Foreign language	0%	
Health	0%	

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbook Data		2016-17 School Year
Data collection date	8/9/2016	

++ Spanish and Vietnamese only.

Textbooks and Instructional Materials

District K-8 textbooks in the subjects of English language arts, mathematics, history/social science, health, foreign language, visual/performing arts and science have been adopted from those approved by the State Board of Education. The Garden Grove Unified School District Board of Education has adopted district 9-12 textbooks in the subjects listed on the left. K-12 textbooks for mathematics, history/social science, science, English language arts (including reading), and foreign language are aligned with state-adopted content standards and state or national frameworks following the state adoption schedule. Health will be adopted at the K-6 level when the state standards have been adopted by the State Board of Education.

All GGUSD students, including all English learners, have textbooks and instructional materials, including science laboratory equipment at the 9-12 level, that are current and in good condition in accordance with Education Code requirements. All textbooks and instructional materials are provided in sufficient quantities for each student for use in class and to take home.



School Programs

The district receives additional funds for a number of special services and programs. Among the special programs offered at the school are the following:

- Advanced Via Individual Determination (AVID)
- Extended Day and Year Programs:
 - ▶ Summer Institutes
- Special Education



School Facility Good Repair Status

The table summarizes the findings of the most recent inspection of the school to determine the condition of the grounds, buildings, and restrooms. A form known as the Facilities Inspection Tool (FIT) is used to document whether the inspection elements listed in the table below are determined to be in "good repair" at the school. Additional information about the condition of the school's facilities may be obtained by speaking with the principal.

School Facility Good Repair Status		2016-17 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions			Exemplary
Date of the most recent school site inspection			8/26/2016
Date of the most recent completion of the inspection form			8/26/2016

School Facilities

GGUSD continues to pride itself on maintaining quality facilities to provide a safe learning and working environment for its students and staff. School custodial and district maintenance staff conduct frequent inspections to ensure that all sites are clean, safe, well maintained and in good repair. Mobile cleaning teams have been used to provide in-depth cleaning-assistance services. The Maintenance Department is in the process of establishing preventative maintenance programs that ensure all schools are maintained at an efficient operating level. All classrooms, playground areas and working space for students and staff satisfy building capacity requirements of the Education Code.

The Board of Education has adopted a five-year maintenance program for the improvement of school sites, and major site-improvement projects are approved annually as needed. Graffiti-removal personnel help to keep schools free from graffiti.

The Garden Grove Unified School District has always emphasized the importance of a clean, safe environment for learning and working. The environment of each campus is a matter of pride for students, staff and parents. To ensure that our facilities are in good repair condition, custodians at each site perform monthly inspections, and the district maintenance crews attempt to complete their work orders in a timely manner. Several schools have planted individual gardens, allowed sponsored projects by both the PTA and the Eagle Scout program with the Boys Scouts of America, to enhance our campuses throughout the district.

Bell Intermediate School was built in 1968. The school has 23 permanent classrooms and three portable classrooms in use on the campus. Recently, a new digital marquee was added in front of the school.

In June 2010, GGUSD voters approved Measure A, authorizing \$250 million in general obligation bonds and enabling the district to qualify for as much as \$200 million in matching state school bond funds for large-scale infrastructure repair, improvement and modernization projects. As an added funding bonus, \$47 million in supplemental school-improvement grants were secured, increasing the total projected Measure A budget to \$503 million over the seven to eight years required for the completion of all bond-financed projects.

Bond proceeds, combined with state matching funds, are financing such wide-ranging school improvements as renovating electrical circuitry, plumbing, lighting, roofing, intercom and fire-safety systems; improving energy efficiency; replacing doors, windows, and outdated heating and ventilation systems; updating playground safety matting; upgrading telecommunications systems to accommodate current technology; replacing restroom plumbing, tile, and fixtures; retrofitting schools for better accessibility for the disabled; burying new underground conduits for technology growth; installing new classroom carpeting; repainting school interiors and exteriors; and new underground natural gas piping.

Modernization currently has 54 schools completed, seven underway and four remaining. Throughout the district, modernization projects are on-time and on budget. Using one-time funds over the summer air-conditioning was added to four elementary schools. With existing one-time funds, air-conditioning is included in the projects currently underway at two elementary schools and five intermediate schools. At the completion of modernization 25 elementary schools require air-conditioning. The modernization budget for these 25 schools include adding the architectural preparation component of air-conditioning work to move them closer to having A/C.

We appreciate your patience as we work to ensure that all of our schools remain successful and comfortable places to learn and work.

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds





Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	Garden Grove USD	Bell IS		
Teachers	16-17	14-15	15-16	16-17
With a full credential	1,897	25	27	27
Without a full credential	0	0	0	0
Teaching outside subject area of competence (with full credential)	113	7	7	7

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Bell IS		
Teachers	14-15	15-16	16-17
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced-priced meals program. For more information about ESEA teacher requirements, visit www.cde.ca.gov/nclb/sr/tq.

Highly Qualified Teachers	2015-16 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Bell IS	90.76%	9.24%
All schools in district	94.66%	5.34%
High-poverty schools in district	94.72%	5.28%
Low-poverty schools in district	94.17%	5.83%



School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

School Support Staff Data	
2015-16 School Year	
Academic Counselors	
Library media teacher (librarian)	0.0000
Library media services staff (paraprofessional)	0.0000
Social worker	0.0000
Health assistant	0.0000
Resource specialist (nonteaching)	0.4375
Psychologist <i>Available as needed</i>	
Nurse <i>Available as needed</i>	
Speech/language/hearing specialist <i>Available as needed</i>	

Academic Counselors

Academic Counselors	
2014-15 School Year	
FTE*	Average number of students per academic counselor
1.0000	660
Counselor (Social/Behavioral or Career Development)	
**	n/a

* FTE = full-time equivalent. All students at the school have access to the services and support of an academic counselor.

** Social/behavioral counseling services provided by school psychologists, and career development counseling services provided by school academic counselors.



Financial Data

The financial data displayed in this SARC is from the 2014-15 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data		2014-15 Fiscal Year
	Garden Grove USD	Similar Sized District
Beginning teacher salary	\$53,207	\$45,092
Midrange teacher salary	\$86,117	\$71,627
Highest teacher salary	\$103,935	\$93,288
Average elementary school principal salary	\$124,460	\$115,631
Average middle school principal salary	\$131,474	\$120,915
Average high school principal salary	\$146,917	\$132,029
Superintendent salary	\$264,974	\$249,537
Teacher salaries: percentage of budget	40%	37%
Administrative salaries: percentage of budget	4%	5%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2014-15 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Bell IS	\$6,400	\$89,134
Garden Grove USD	\$6,757	\$89,105
California	\$5,677	\$75,837
School and district: percentage difference	-5.3%	+0.0%
School and California: percentage difference	+12.7%	+17.5%

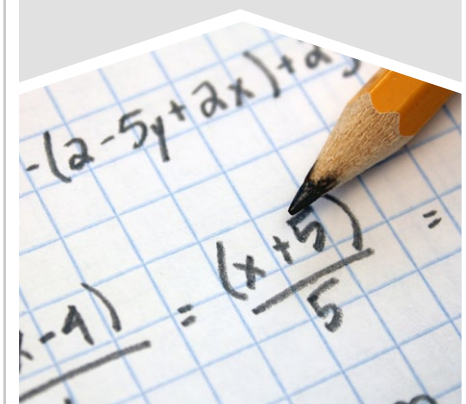
School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2014-15 Fiscal Year	
Total expenditures per pupil	\$8,266
Expenditures per pupil from restricted sources	\$1,866
Expenditures per pupil from unrestricted sources	\$6,400
Annual average teacher salary	\$89,134

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.



Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.