N O T I C E

BOARD MEETING OF THE BELLEVUE UNION SCHOOL

DISTRICT BOARD OF TRUSTEES WILL BE HELD ON

Tuesday June 27, 2023

5:30 PM CLOSED SESSION, 6:30PM OPEN SESSION

IN PERSON at 3150 EDUCATION DR

BELLEVUE UNION SCHOOL DISTRICT

3150 EDUCATION DRIVE SANTA ROSA, CA 95407

DATED: June 23, 2023

Michael Kellison
SECRETARY TO THE BOARD
AND DISTRICT SUPERINTENDENT

POSTED: June 23, 2023

BELLEVUE UNION SCHOOL DISTRICT
Regular Board Meeting
3150 Education Drive
Santa Rosa, CA 95407

Tuesday June 27, 2023

AGENDA

1. Call To Order 5:30 PM

   1.1. Public Comment on Closed Session Agenda

   The Public is invited to address the Board regarding items that are on the Closed Session Agenda. Speakers are limited to 3 minutes each. Persons wishing to comment should complete the public comment form and give it to the Superintendent prior to the start of the meeting. Because this is the time for the public to comment, it is our time to hear from you. Although the Board will not respond, we want you to know that we are listening to you carefully.

2. Adjourn To Closed Session

   2.1. Closed Session Agenda
   - 2.1.1. Consideration of Student Matter – Confidential Matter Involved §35146
     - 2.1.1.1. Interdistrict Attendance Permit Appeals
   - 2.1.2. Public Employment §54957
   - 2.1.3. Conference With Labor Negotiator §54957.6
   - 2.1.4. Conference With Legal Counsel – Existing Litigation (Gov. Code §54956.9(d)(1))
     Case Name Unspecified: Disclosure of case name would jeopardize existing settlement negotiations

3. Reconvene to Open Session 6:30 PM

   3.1. Flag Salute

   3.2. Report on Closed Session

   3.3. Consider Agenda Adjustment

4. Public Comment

   At this time, members of the public may express opinions or make statements regarding issues pertinent to the District. Action may not be taken on statements or testimony made regarding any item not on the agenda, per Government Code 54954.2. There will be a limit of three minutes placed on each individual making a statement and a total 30 minute time allocation. Persons wishing to comment should complete the public comment form and give it to the Superintendent prior to the start of the public comment.

Because this is the time for the public to comment, it is our time to hear from you. Although Government Code Section 54954.2(a) limits the ability of Board Members to respond to public comments we want you to know that we are listening to you carefully.

5. Discussion/Action Item
   5.1. Board Members interview applicants for the Provisional Board Appointment Trustee to Governing Board (to fill the vacant seat):
      5.1.1. Applicants
         5.1.1.1. Amy Carlisle
         5.1.1.2. Nikigiovonie Rogers
   5.2. The Board will discuss and review the qualifications of the applicants interviewed for the Provisional Board Appointment (Gov. Code 54954.5)
   5.3. Appointment of Provisional Board Appointment Trustee
   5.4. Oath of Office

6. Informational
   6.1. Review of Board Policy 1313.01 and Administrative Regulation 1313.01 “Civility Policy”

7. Action
   7.1. Consider Approval of the Resolution No. 22: Regarding School Bonding Capacity Waiver Request
   7.2. Consider Approval of the 2023-24 Local Control Accountability Plan (LCAP) for Bellevue Union School District
   7.3. Consider Approval of the 2022-23 Local Performance Indicator Report
   7.4. Consider Approval of the 2023-24 LCAP Federal Addendum
   7.5. Consider Approval of FY 2023-24 Budget and Statement of Reserves for Bellevue Union School District
   7.6. Consider Approval of the 2023-24 LCFF Budget Overview for Parents
   7.7. Consider Approval of Tentative Agreement between BUSD and CSEA Chapter 501
   7.8. Consider Approval of Revised Job Description for Director of Education Services (formerly Director of Curriculum and English Learners)
   7.9. Consider Approval of Updated 2023-24 Board Meeting Dates
   7.10. Ratification of Bills and Warrants

8. Consent Calendar
   8.1. Contracts:
      8.1.1. KidsHear Service Agreement
      8.1.2. Service Agreement with Red Light Learning for Translation Services for 2023-24
      8.1.3. Renaissance (DnA & Lalilo) Annual Subscription Renewal for 2023-2024
   8.2. Acknowledge Donations/Grants
      8.2.1. Amando & Elizabeth Flores, books for BUSD schools in honor of Kathy Mullins, $100
      8.2.2. Denise & Jimmy Hass, books for BUSD schools in honor of Kathy Mullins, $50
      8.2.3. An anonymous donor, books for BUSD schools in honor of Kathy Mullins, $125
   8.3. Board Policy Manual Revisions per California School Boards Association (CSBA) Update Recommendations: 2nd Reading (1st reading: May 16, 2023)
   8.4. Board Meeting Minutes
      8.4.1. Regular Board Meeting Minutes May 16, 2023
   8.5. Board Personnel Transaction Form

9. Reports
   9.1. California School Employees Association, Chapter 501
   9.2. Bellevue Education Association
   9.3. Principal Reports
   9.4. Board Reports/Board Items
   9.5. Superintendent Report
      9.5.1. Attendance/Enrollment Update
      9.5.2. Cool School Program Update

10. Planning

July 2023	NO JULY MEETING		
August 15, 2023	Regular Board Meeting	5:30 pm	**BUSD District Office** 3150 Education Drive

11. Return to Closed session as needed

Notice

The Bellevue Union School District complies with the Americans with Disabilities Act. Should you require special accommodations, or more information about accessibility, please contact the Superintendent's Office by calling (707)542-5197 x2. All efforts will be made for reasonable accommodations.

Agenda available in Spanish upon request. Orden del día disponible en español si se solicita.

District Employees, parents and community members shall treat each other with civility, courtesy and respect. Civility Policy (BP 1313)

BUSD Civility Policy

Our learning community agrees to treat each other with ***civility, courtesy and respect*** at ***all times***, at ***all district locations***, and at ***all events*** as per BUSD Civility Policy 1313.01.

Política de Civilidad de BUSD

Nuestra comunidad de aprendizaje está de acuerdo de tratar a uno a otro con **civilidad, cortesía y respeto a todas horas**, en **todos los lugares del distrito**, y en **todos los eventos** según la Política de Civilidad de BUSD 1313.01.

Policy 1313.01: ^Civility Policy

Status: ADOPTED

Original Adopted Date: 12/10/2013 **| Last Reviewed Date:** 12/10/2013

Preamble

Maintaining an environment supportive of learning and free of disruptive conduct is important to the success of our children's education. To further this goal, it is the intent of the district to promote, through this policy, mutual respect, civility and orderly conduct among district employees, parents/guardians, and other members of the public. It is also the intent of this policy to encourage positive communication and discourage disruptive, volatile, hostile or aggressive communication or actions. Furthermore, this policy is intended to maintain, to the extent possible, a safe, harassment-free workplace for teachers, students, administrators, other staff, parents/guardians and the public. It is not the district's intent to deprive any person of his/her right to freedom of expression. The district encourages the public's cooperation with and adherence to this policy.

Expected Level of Behavior

1. District employees and representatives should treat parents/guardians, other members of the public, and each other with civility, courtesy and respect.
2. Parents/guardians and other members of the public should treat staff and students and each other, while on school grounds and/or participating in school-related activities, with civility, courtesy and respect.

Unacceptable/Disruptive Behavior

Any conduct that disrupts or interferes with the discipline, good order, lawful conduct or administration of any school class or activity of the school or district, constitutes unacceptable conduct behavior. Unacceptable conduct includes but is not limited to:

1. Disruption of or threats to disrupt school classrooms, activities, and/or operations;
2. Threats to the health and safety of students or district employees;
3. Unauthorized entry onto district premises and school grounds;
4. Using obscenities or speaking in a demanding, loud, insulting and/or demeaning manner;
5. Making harassing telephone calls to an individual;
6. Sending harassing correspondence to an individual by any means including but not limited to:
    a. Mail (Private, or school mail)
    b. District email accounts
    c. Personal email accounts
    d. Interoffice mail
    e. Text Messages
    f. Facsimile (Fax)
7. Following or stalking of any individual; and/or
8. Battery or assault upon students, district employees or other persons

The Superintendent or designee shall establish regulations and procedures as necessary to provide a complaint process for alleged violations of the Civility Policy.

Regulation 1313.01: ^Civility Policy

Status: ADOPTED

Original Adopted Date: 12/10/2013 **| Last Reviewed Date:** 12/10/2013

Recourse Available for Unacceptable Disruptive Conduct by District Employees or Representatives

Any parent/guardian, member of the public, or district employee who is subjected to unacceptable conduct from any district employee, as defined in the Civility Policy, may complete a complaint pursuant to BP/AR 1312.1 (Complaints Concerning District Employees).

Any parent/guardian or member of the public who is subjected to unacceptable conduct from any district representative, other than school personnel, may file a written complaint with the Superintendent or designee.

Recourse Available for Unacceptable/Disruptive Conduct by Parents/Guardians and Other Members of the Public

The following are examples of ways by which district employees and school administrators, depending on the circumstances presented, may resolve situations involving parents/guardians and other members of the public who violate the Civility Policy.

1. Provision of Civility Policy:

   The district employee may provide to the offending person a written copy of this policy at the time of the occurrence.

2. Request to Cease and Desist Behavior:

   District employees may request any parent/guardian or other members of the public who engages in unacceptable and/or disruptive conduct, as described above, to immediately cease his/her conduct and to act and speak civilly, or may report such person and conduct to the appropriate site administrator.

3. Termination of Activity:

   If the offending person does not cease his/her inappropriate conduct and/or communication after being requested to do so, the appropriate administrator may verbally notify the offending person that the meeting, conference, telephone conversation, or any other activity is terminated. The district employee or administrator may terminate personal contact with the offending person. In that event, the district employee or site administrator and the offending person may continue to communicate in writing, if appropriate, regarding the subject matter of the conference, telephone conversation, or other activity that was terminated.

4. Request to Leave School Grounds/Report to Law Enforcement:

   Any individual who disrupts or threatens to disrupt school, office or school board operations; threatens the health and safety of students, staff or Board members; willfully causes property damage, uses loud, threatening, and/or abusive language which could provoke a violent reaction, or who has otherwise established a continued pattern of unauthorized entry on school property will be directed to leave school or district property promptly by the Superintendent or designee if corrective action is not taken by the abusing party.

   When an individual is directed to leave under circumstances described in Paragraph 1, the Superintendent or designee shall inform the person that he/she will be guilty of a misdemeanor in accordance with Education Code 44811 and Penal Code 415.5 and 626.7. If he/she reenters any district facility within 30 days after being directed to leave, or within 7 days if the person is a parent/guardian of a student attending that school and, an individual refuses to leave upon request or returns before the applicable period of time, the administrator or designee may notify law enforcement officials. An Incident Report (See Exhibit) should be completed for the situations as set forth in Paragraphs 1 and 2.

5. Handling Violence, Threat, Battery or Other Illegal Action:

When violence, threat, assault, battery or other illegal action is threatened or directed, district employees may: (1) report the occurrence to their principal or supervisor, (2) complete an incident report (See Exhibit) and/or (3) report the incident to law enforcement officials.

Bellevue Union School District

Agenda Item for Board Meeting of June 27, 2023

Agenda Category: Review and Action

Agenda Item Title: Consider Approval of Resolution No. 22: Resolution Making A Determination To Submit A Waiver Request To The California State Board Of Education With Respect To Certain Provisions Of The Education Code Relating To The Issuance Of General Obligation Bonds And Bonding Capacity, And Approving Related Documents And Actions

Prepared By: Chris J. Kim, CBO

Background:

District voters have authorized the District to issue general obligation bonds for the purposes of financing facilities improvement projects in the District, including most recently at the March 3, 2020 election with respect to Measure C ($28 million bond measure), all in accordance with State law. State law limits the amount of outstanding bonded indebtedness an elementary school district may have as of the time of bond issuance to 1.25% of the taxable property of the school district, unless that provision has been waived by the State Board of Education pursuant to the standard waiver provisions available in the Education Code. In order to issue additional voter-approved bonds in the near future, the District will need to seek a waiver of bonding capacity, seeking increase of the limit above 1.25% to an amount the District's financial advisor projects will be sufficient to issue additional bonds for important voter-approved facilities projects. The Resolution authorizes District staff, working with its financial advisor, to submit all necessary applications, forms and other items necessary to support the waiver request.

Cost:

None to the general fund. Voter-approved bonds are repaid by the levy and collection of annual ad-valorem taxes while the bonds are outstanding. Costs of the bond issuance are payable from bond proceeds.

Recommended Action:

Adopt Resolution Making a Determination to Submit a Waiver Request to the California State Board of Education with Respect to Bonding Capacity.

Supporting Documents:

Resolution 22 Making a Determination to Submit a Waiver Request to the California State Board of Education with Respect to Bonding Capacity.

BELLEVUE UNION SCHOOL DISTRICT
GOVERNING BOARD

RESOLUTION NO. 22

RESOLUTION MAKING A DETERMINATION TO SUBMIT A WAIVER REQUEST TO THE CALIFORNIA STATE BOARD OF EDUCATION WITH RESPECT TO CERTAIN PROVISIONS OF THE EDUCATION CODE RELATING TO THE ISSUANCE OF GENERAL OBLIGATION BONDS AND BONDING CAPACITY, AND APPROVING RELATED DOCUMENTS AND ACTIONS

WHEREAS, the Bellevue Union School District (the "District") has obtained voter approval to issue general obligation bonds pursuant to bond elections held in the District and, pursuant to such approvals, has issued general obligation bonds and anticipates issuing additional voter-approved general obligation bonds, all for the purpose of making school facilities improvements; and

WHEREAS, certain provisions of the California Education Code provide that general obligation bonds may only be issued if said issuance does not cause a school district to exceed the applicable bonding capacity limitation, which for non-unified school districts including the District, is 1.25% of the taxable property of the school district; and

WHEREAS, the Governing Board has examined the current assessed valuations in the District and the District's outstanding general obligation bond indebtedness, and has determined that in order to issue additional bonds and obtain financing for important voter-approved school facilities projects, it is necessary for the District to pursue a waiver of the bonding capacity limit pursuant to the provisions available to it under State law; and

WHEREAS, the Education Code at Section 33050 and following (the "Waiver Law") provides a process whereby the District can, following a public hearing on the matter, seek a waiver of the application of certain provisions of the Education Code, including the provisions with respect to bonding capacity limitations; and

WHEREAS, the District has determined at this time to request from the State Board of Education, pursuant to the Waiver Law, a waiver of the application of certain sections of the California Education Code in connection with the issuance of voter-approved general obligation bonds with respect to its bonding capacity and provide financing for important voter-approved capital school facility projects; and

WHEREAS, as required pursuant to Education Code Section 33050, the District has on this date held a public hearing on the matter of pursuing such a waiver, which public hearing was held following public notices by publication and posting;

NOW, THEREFORE, the Governing Board of the District hereby finds, determines, declares and resolves as follows:

Section 1. Findings. All of the above recitals are true and correct and the Governing Board so finds.

Section 2. Determination to File Waiver Request. The Governing Board hereby determines that it is in the best interests of the District to apply to the State Board of Education pursuant to the Waiver Law for a waiver of Education Code Section 15268 (the "Bonding Capacity Statute") which requires that the aggregate amount of general obligation bonds issued by the District may not exceed 1.25% of the taxable property of the District as shown by the last equalized assessment of Sonoma County in order to provide for the issuance of authorized but unissued bonds. The Superintendent or such officer's designee is hereby authorized to complete, execute and file the waiver request seeking a waiver of the Bonding Capacity Statutes up to an amount of 1.44%, and to complete, file and prepare any applications, certifications or other related forms or necessary documentation with the State Board of Education in the forms required by the State Board of Education, and to take all necessary actions in connection therewith, with the assistance of the District's financial advisor.

Section 3. Official Actions. The President of the Board, the Superintendent, the District's Chief Business Officer and other officers of the District, including interim officials if applicable, are hereby authorized and directed to take such additional actions consistent with the intent of this Resolution in connection with the waiver request described herein, which any of them deem necessary and desirable to accomplish the purposes hereof.

Section 4. Effective Date of Resolution. This Resolution shall take effect from and after the date of its passage and adoption.

*** * * * * * * * ***

PASSED AND ADOPTED by the Governing Board of the Bellevue Union School District of the County of Sonoma, on June 27, 2023, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

_____
President of the Board

_____
Secretary of the Board

Bellevue Union School District

Agenda Item for Board Meeting of June 27, 2023

Agenda Category:	Action Item
Agenda Item Title:	Bellevue Union School District Local Control Accountability Plan (LCAP)
Prepared By:	Aracely Romo-Flores, Curriculum/English Learner Director

Background:
The LCAP is a three-year plan covering the 2021-24 school years. It is a comprehensive planning tool that reflects the actions, services, and related expenses for the instructional program in relationship to the 8 State priorities, focusing on increased and improved services for English Language Learners, low-income pupils, and foster youth.

The 2021-2024 LCAP is a three-year plan that is revised and adopted annually, describing how actions and services will be provided to maximize educational opportunities for every student, especially those facing challenges associated with poverty, foster care, and learning English as a second language.

The Board of Trustees must approve the District's Local Control and Accountability Plan for 2023-2024 by June 30th. The Board of Trustees will consider approving the proposed Bellevue Union School District LCAP for 2023-2024.

Recommended Action:
The Bellevue Union School District recommends the approval of the Local Control Accountability Plan for 2023-2024.

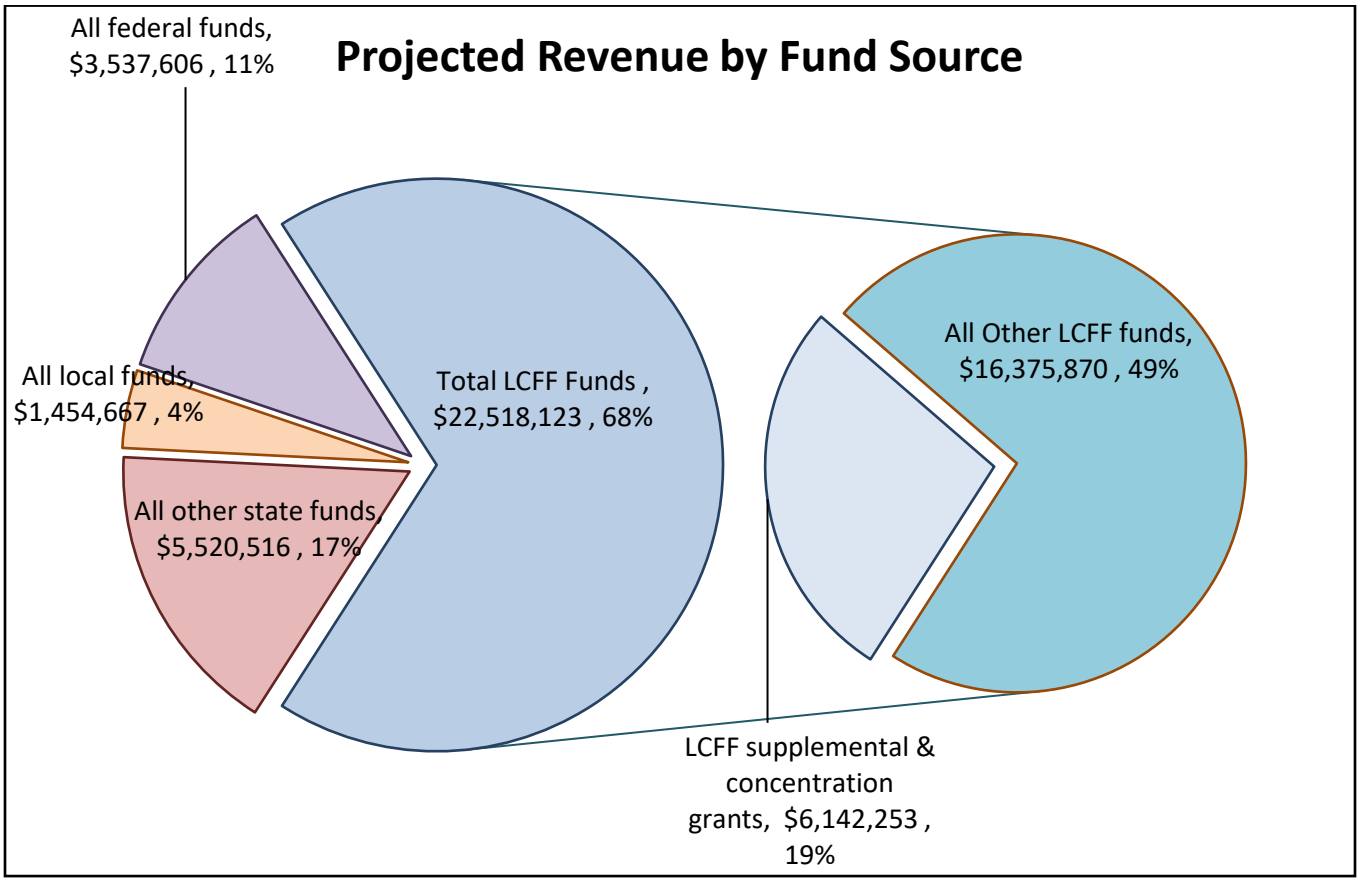
Supporting Documents:
BUSD 2023-24 Local Control Accountability Plan

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bellevue Union School District
CDS Code: 70615
School Year: 2023-24
LEA contact information:
Michael Kellison
Superintendent
ckim@busd.org
707 542-5197

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-24 School Year

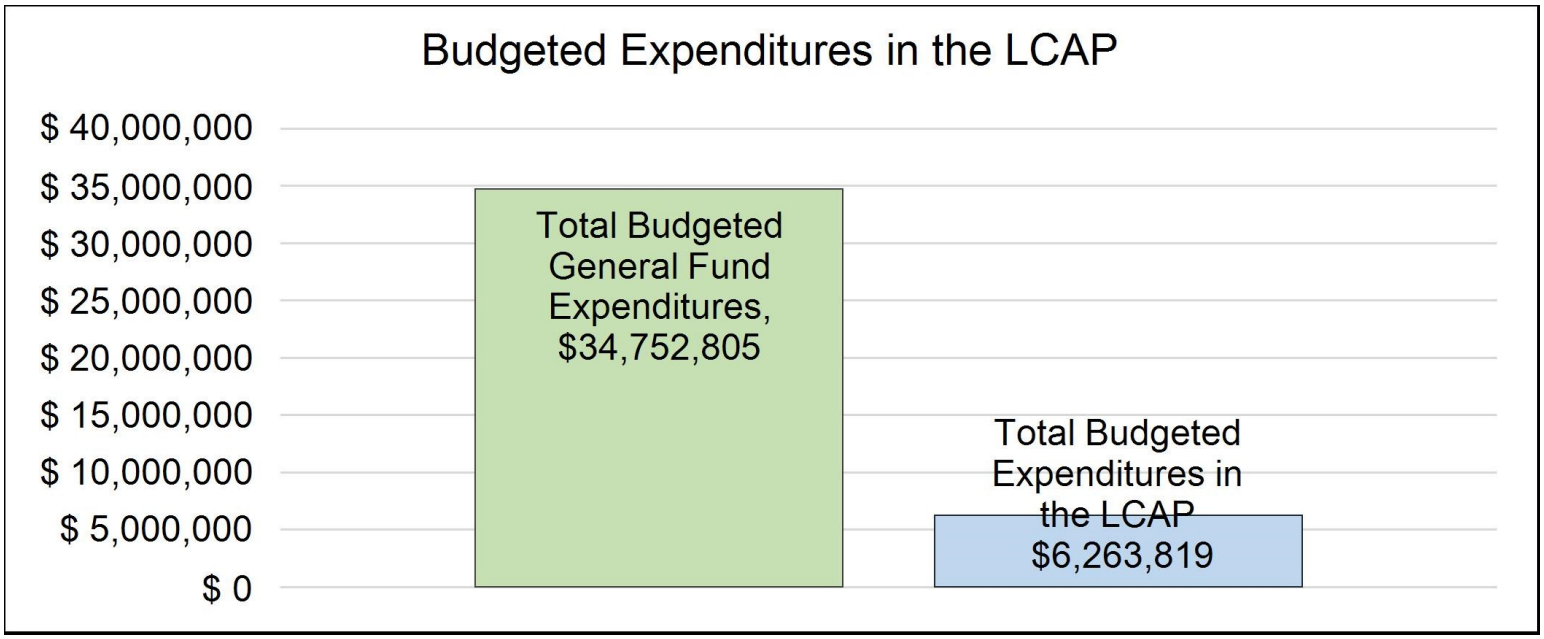


This chart shows the total general purpose revenue Bellevue Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bellevue Union School District is $33,030,912, of which $22,518,123 is Local Control Funding Formula (LCFF), $5,520,516 is other state funds, $1,454,667 is local funds, and $3,537,606 is federal funds. Of the $22,518,123 in LCFF Funds, $6,142,253 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Bellevue Union School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Bellevue Union School District plans to spend $34,752,805 for the 2023-24 school year. Of that amount, $6,263,819 is tied to actions/services in the LCAP and $28,488,986 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Certificated and Classified employee salary and benefits, supplies, services, and other operating expenditures not directly funded out District Supplemental and Concentration Grant funding.

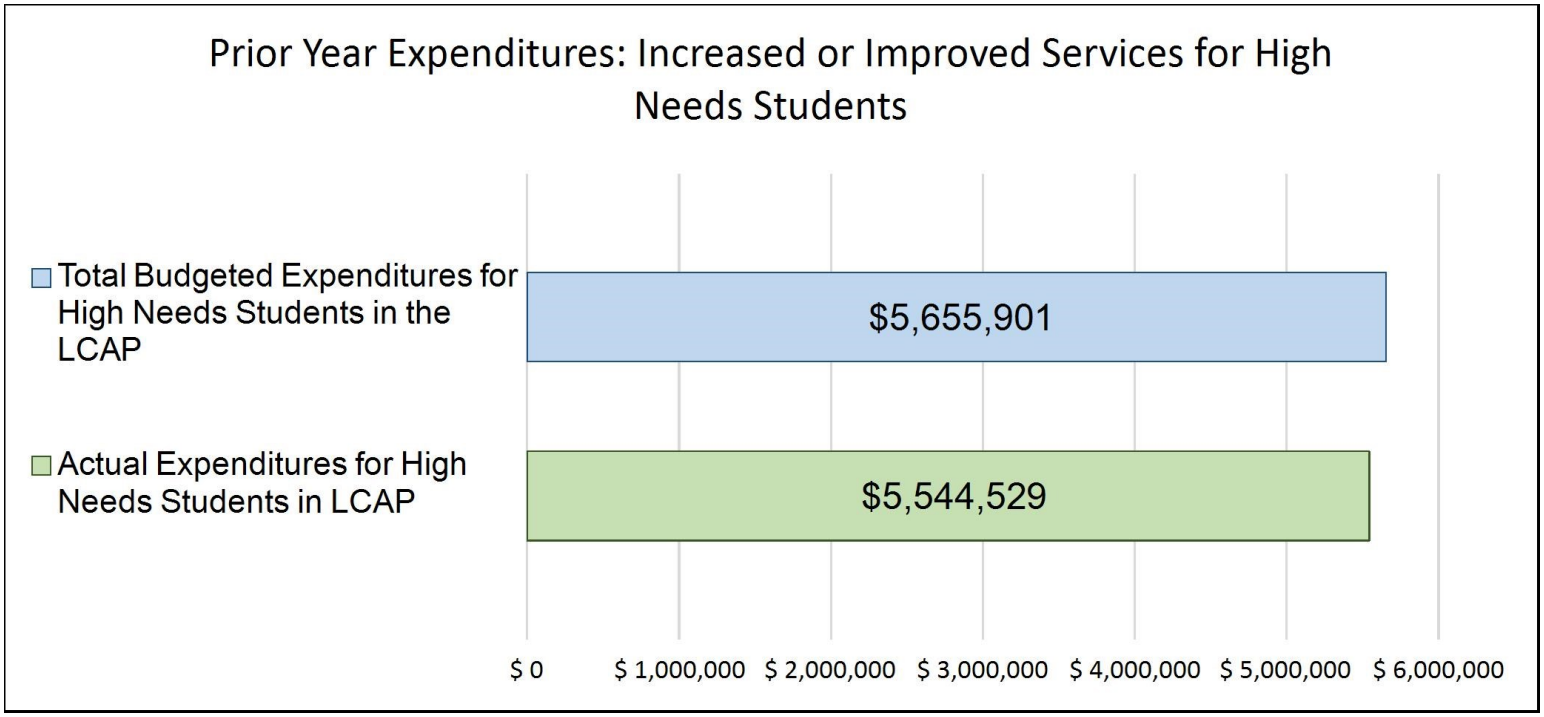
Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Bellevue Union School District is projecting it will receive $6,142,253 based on the enrollment of foster youth, English learner, and low-income students. Bellevue Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Bellevue Union School District plans to spend $6,263,819 towards meeting this requirement, as described in the LCAP.

The District's budgeted expenditures to increase or improve services for high needs students in the 2023/24 LCAP exceeds its supplemental and concentration grant funding by $121,566 as noted above. This includes the 2022/23 carryforward in difference in budgeted and actual expenditures of - $111,372.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Bellevue Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Bellevue Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Bellevue Union School District's LCAP budgeted $5,655,901 for planned actions to increase or improve services for high needs students. Bellevue Union School District actually spent $5,544,529 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $-111,372 had the following impact on Bellevue Union School District’s ability to increase or improve services for high needs students:

The District's budgeted expenditures to increase or improve services for high needs students in the 2023/24 LCAP exceeds its supplemental and concentration grant funding by $121,566 as noted above.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bellevue Union School District	Michael Kellison Superintendent	mkellison@busd.org 707 542-5197

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Bellevue Union School District (BUSD) is a small urban and rural school district located in Southwest Santa Rosa. BUSD is the 10th largest school district of the 40 school districts in the County of Sonoma and the largest elementary school district (TK-6th). BUSD serves approximately 1,600 students (TK-6) at four elementary schools. BUSD has partnered with the Napa County Office of Education for after-school programs (COOL Schools) and North Bay Children's Center for Preschool. BUSD provides comprehensive preschool services through the Early Learning Center (ELC), which includes quality early childhood education and coordinated special education services. In addition, BUSD offers a Spanish Dual Immersion program.

Our schools strive to meet the needs of each student with comprehensive, standards-aligned programs along with specialized services and programs.

Each of our schools provides the following:
A challenging, standards-based academic program;
English Language Development (ELD) to Emerging Bilingual (EL) students;
Additional support for students who require extra assistance;
Enrichment opportunities and programs;
Music instruction;
a quality physical education program, and
Counseling services.

BUSD By The Numbers (CALPADS Report 1.1 on 1.10.23)
Bellevue Elementary School - 417 Students
Kawana Springs Elementary School - 307 students

Meadow View Elementary School - 418 students
Taylor Mountain Elementary School - 444 students

District Demographics (CALPADS Report 1.1 and 1.17 on 1.10.23)
Total Number of Students District-Wide: 1586
Free and Reduced-Priced Meal Students (Low Income): 79% (1258 students)
English Learners: 58% (917 students)
Redesignated Fluent English Proficient: 9% (146 students - report 2.9)
Students with Disabilities: 16.2% (258 students)
Foster Youth: 8 students
Homeless: 77 students
Migrant Ed: 44 students

The Bellevue Union School District (BUSD) is committed to providing a quality education to every student, including our unduplicated students (EL, SWD, FRMP, FY) and meeting their academic and social-emotional needs in order to help them reach their potential, so that they may experience continued success in middle school and high school. Recognizing that students may face a variety of challenges, additional academic, behavioral, and social-emotional supports are available through our multi-tiered system of support to ensure the success of each student. We are always looking for ways to ensure that BUSD's instruction and programs are engaging, relevant, and innovative, providing the support all students need to be successful. This includes greater efforts to listen to the voices of students in our process of continuous improvement. To facilitate this, BUSD participated in the YouthTruth Survey. By partnering with parents/guardians, staff, students, and the community, we continue to make adjustments to better meet the needs of our children and families.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The 2022-23 school year has been a year filled with growth, change, reflection, and action. As the district continued to emerge from the challenges associated with COVID, there was a collective sense of relief as schools returned to many of their normal routines prior to the pandemic. Numerous family engagement events and activities resumed and it was wonderful to welcome our students, staff, and families back to our campuses. The district utilized financial resources allocated through LCFF funding and federal dollars to hire a significant number of individuals to support student learning and academic growth. The district implemented the majority of actions set forth in the LCAP and the team engaged in varied professional development opportunities to support our unduplicated and at-promise students.

The staff employed as Teachers on Special Assignment (TOSAs) and Family Engagement Facilitators (FEFs)

Bellevue Union School District (BUSD) was able to make progress toward our LCAP goals outlined in this LCAP:

Goal 1 - Increase Student Success and Support Student Learning. Ensure quality learning for each and every student to reach their potential.

Goal 2 - Increase connectedness, involvement, and positive school environments. Ensure a positive and respectful school climate for students, staff, and families which includes positive school cultures, and safe, secure, accessible, and efficient classrooms, facilities, and grounds.

Successes in Goal 1:
BUSD provided ongoing professional development in the implementation of ELD standards and instructional strategies to support Multilingual Learners. Staff attended the Multilingual Collaborative facilitated by Jenn Guerrero at the Sonoma County Office of Education throughout the school year to build professional capacity to support language acquisition for our emerging bilingual students (EBs/ELs). Multiple teachers attended GLAD trainings, and our 5 Teachers on Special Assignment received additional GLAD training which included site visits and classroom learning walks. As this has been an area of focus, 121 emerging bilingual students were Reclassified to Fluent English Proficient (RFEP) status in the 2022-2023 school year.

To support student literacy, BUSD hired additional Literacy Paraprofessionals (Lit. Paras). All Lit. Paras and TK-3 grade teachers were trained in SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words), a research-based foundational skills program proven to help both new and struggling readers. Besides the initial training, TK-3 grade teachers received coaching and support from consultant Lauren Ridgeway and Sally McDaniel throughout the year. Our Lit Paras received ongoing support and coaching to implement SIPPS. The District also invested in Developmental Reading Assessment (DRA) training and a number of staff began assessing students with the DRA in the spring to support changes in instructional practices.

As a reflection of the implementation of the SIPPS program, 34% of our students are at or above the district benchmark in reading per the Spring 2023 Star Reading test.

In the area of Math, 47% of our students scored at or above the district benchmark per the Spring Star Math assessment.

BUSD also utilized Grade Level Achievement Teams to move the district towards a guaranteed and viable curriculum. All district teachers represented their respective grade levels to identify the district priority standards for Language Arts with alignment across all grade levels. The teams worked to identify specific learning targets, create common formative assessments and rubrics, and engage in robust collaboration around student learning and teaching practices.

The Curriculum Committee led the district in collaborative conversations to recommend a science curriculum for Board adoption. The committee will pilot potential curriculum in the 2023-24 school year and will bring forth a recommendation for consideration once the pilot process is completed. We are excited to provide our students with a rigorous science experience in the coming school years.

Staff began implementation of the district's newly adopted writing program, Writing by Design. After several professional development trainings and student work calibration sessions, staff selected model writing samples and discussed best practices for supporting students'

writing proficiency. During Grade Level Achievement team meetings, staff articulated additional needs and discussed how to address writing challenges in order to best support student learning.

Assembly Bill 130 expands the Transitional Kindergarten (TK) program to all four-year-olds, including emerging bilingual students and those with disabilities, whose birthdays occurs by September 1 by the 2025-26 school year. BUSD strongly values early education and has opted to enact this legislation prior to the 2025-26 deadline. The district will continue to provide this learning opportunity in order to serve our community's youngest learners in our TK programs. The students in the 2022-23 TK cohort have made great strides in their learning acquisition and socialization processes.

A continued success for BUSD as a result of the Extended Opportunity Learning grant, is the expansion of the after-school program, COOL School. COOL School is serving a greater number of students district-wide at no cost to our families. The district continues to grow this opportunity and hire extra staff. The additional exposure to academic interventions and enrichment, positive staff members, and opportunities to socialize with peers is helping our students learn and grow.

BUSD offered a 6-week Summer Learning Academy to all students, including our unduplicated students (i.e. foster youth, ELs, SWD, SED). Students experienced a 9-hour day to support and enrich their schooling experience. During the morning session, students engaged in the academic program where they were exposed to learning opportunities in reading, writing, and math. During the afternoon session, enrichment opportunities were provided including science experiments, arts and crafts, and physical education.

Successes in Goal 2:

All BUSD sites offered counseling to support students in the area of social-emotional health. This has continued to be a great need as many of our students struggled with social and behavioral skills which if not addressed could impact their social development.

The Social Emotional Learning Curriculum, Character Strong was implemented during the school year. All teachers received professional development training in August and the curriculum lent itself to discussing and practicing important character traits. Staff provided students with appropriate resources to engage in conflict resolution while practicing perspective taking. The district will continue to refine its implementation of the curriculum and develop the necessary toolkit to help students learn and develop appropriate social emotional skills and resiliency.

BUSD was able to continue and expand the Visual and Performing Arts (VAPA) opportunities for our students offering music and chorus to our students. In addition, the district utilized Prop 28 funds to support the Visual and Performing Arts through guest artists who engaged students in additional choral and instrumental instruction including the use of marimbas, recorders, and ukuleles.

This District participated in the second administration of the YouthTruth Survey. Our participation rate for staff was 88%. Our student participation rate was 87% and the family participation rate was 48%.

According to this survey, an area of strength for BUSD is the degree to which families experience positive relationships in their school based on respect, care and approachability. 88% of our families rated us in the 50th-74th percentile in that area.

Lastly, BUSD's learning hub for adults, the Learning Center, has expanded its outreach to parents through a partnership with the Sonoma County Adult Education. Through this partnership, the district is able to offer free classes, mostly offered in English and Spanish at our Meadow View campus. These classes provided instruction in English as a Second Language (ESL) and Basic Computer Skills. These classes were offered to all adults in Sonoma County, but those housed at our Learning Center were shared first with BUSD families allowing for advanced notice of the offerings and enrollment priority.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

During the 2022-23 school year, BUSD was notified that it had been placed in Differentiated Assistance and the four comprehensive elementary sites were identified as requiring Additional Targeted Intervention and Support (ATSI). The schools were qualified as a result of a lack of progress and growth as demonstrated on the 2021-22 California Assessment of Student Performance and Progress (CAASPP) by the following identified subgroups in the following state indicators:

English Language Arts (ELA) and Mathematics (Pupil Achievement)
Chronic Absenteeism (Pupil Engagement)

English Learners
Hispanic/Latino
Homeless/Foster Youth
Socioeconomically Disadvantaged
Students with Disabilities

Our state and local data indicate that there is significant room for growth and improvement especially in the areas of Tier 1 strategies.

Reading:
Based on the Star Early Literacy Assessment in English, 50% of BUSD students in grade 1 are at or above the district benchmark, and only 1% of our Dual Immersion students in grade 1 are at or above the district benchmark in Spanish.

In the 2022-23 Star English Reading Assessment (grades 2-6 at Bellevue, Meadow View and Taylor Mountain and grades 3-6 at Kawana Springs), 34% of BUSD students are at or above the district benchmark. In our DI program (Kawana Springs Elementary grade 1-2), only

25% of the students in first grade (20 students of 43 tested), and only 8% of the students in second grade are at or above the district benchmark in the STAR Spanish Reading Assessment.

The 2021-22 CAASPP data indicates that only 21.8% of students in grades 3-6 met or exceeded standard in English Language Arts and only 12.01% of students in grades 3-6 met or exceeded standard in Mathematics. For our English Language Learners, only 5.86% met or exceed standard in English Language Arts and only 1.87% met or exceeded standard in Mathematics.

There is a need for additional common research-based reading assessments districtwide as the Star tests are currently our only means of assessing reading skills. Further, we must provide professional development on strategies to support all grade levels. In particular, there is a strong need to further explore the instruction for word recognition (phonics) and language comprehension for Students with Disabilities and English language learners. Additional professional development is needed for all TK-3 teachers in the area of teaching literacy. This includes coaching and support.

Release time will be needed to help teachers improve their craft. Professional development in the use of effective differentiation strategies is also needed. Additional support may be needed in 4th grade with an emphasis on how the ELA standards shift from primary grades to intermediate.

Writing:
The district needs to continue with the implementation of the Writing by Design program in the coming years. Additional training, support, and coaching is required as well as additional collaboration time for grade level teams to calibrate their writing assessments and anchor papers.

Math:
Based on the Star Math assessment given in the Spring of 2023, only 47% of our students are at or above the district benchmark, and at our DI school, only 47% of students in first grade and 38% of students in second grade scored at or above the district benchmark on the Spanish Math test.

There is a need to provide professional development to support the effective use of the core curriculum, deeper understanding of the mathematical practices, current research on effective strategies, identification of support materials for students, teachers, families and administration. Additional support is needed with the analysis of math data and the instructional implications that can be drawn from data sets. Refreshers of math standards, math practices, and both My Math and CA Math pacing guides are needed at all grade levels.

Science:
Our current science curriculum, California Science, is not aligned to the Next Generation Science Standards. This continues to be an area of focus for the Educational Services Committee. The Committee has selected two curriculums to pilot during the 2023-24 school year and will make a recommendation to the Board of Trustees for the desired curriculum adoption in the spring of 2024.

English Language Proficiency:

A stronger understanding of the role of academic language and literacy instruction with content area instruction is needed. Effective support and intervention actions need to be identified to ensure all ELs are demonstrating progress and reaching the RFEP criteria by the end of 6th grade. The district utilized the Ellevation student learning platform to monitor both EL and RFEP students, and the continued use of this tool is critical for helping staff stay abreast of student achievement and intervention needs.

As the district's Dual Language Immersion program grows, we need to support bilingual teachers in the area of Spanish-English biliteracy transfer such as phonological awareness through the lens of transfer, and we must continue to refine the curriculum map and matrix for Spanish and English instruction. The district has secured the assistance of a dual immersion consultant to support DI staff with instruction and fidelity to language of instruction. The district will partake in the CAASPP Spanish Assessment at Kawana Springs to analyze student progress and measure how students are acquiring and mastering the Spanish language.

Connectedness:
In order to meet LCAP Goal 2, the district will continue with the full implementation of the SEL curriculum, Character Strong. This curriculum provides our staff with the tools to help students develop skills such as self-awareness, self-regulation, social awareness, relationship development, and responsible decision-making. While the 2023-24 school year will be the second year of implementation, additional support is needed for the sixth grade curriculum and the staff's efficacy in successfully implementing the curriculum.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

As our school community emerges from the COVID-19 pandemic, planning for whole learner experiences that accelerate students' social, emotional, and academic growth is more important now than ever before. The Bellevue Union School District has gathered and synthesized the feedback from school community surveys and multiple stakeholder groups over the last two years to develop a three-year strategic plan that centers on addressing the needs of the whole learner.

Staying true to our mission: Inspire Learning and our vision: Engaging and a heart icon (symbolizing valuing/caring) for our families, students, and staff to empower our community, we are committed to our LCAP goals.

Goal 1: Increase Student Success and Support Student Learning. Ensure quality learning for each and every student to reach their potential.

Key Actions in this goal area highlight our efforts to increase academic growth and achievement for every learner with a focus on engagement.

- Provide on-going professional development to all staff
- Provide coaching to all staff

- Provide release time, through the employment of Physical Education teachers to support teacher collaboration time and build staff capacity
- Provide Spanish instruction for teachers wanting to learn through professional development opportunities
- Provide standards-aligned curriculum in all areas, specifically science and math at this time
- Identify common assessments for TK and Kindergarten class placement
- Pre-assess all incoming TK and K students prior to forming classes
- Identify additional progress monitoring tools/assessments for reading and English language development
- Provide targeted intervention program within and beyond the school day for language arts, math, and language development
- Provide TK and K instructional assistant support
- Staff every school with 5 Lit Paras per site
- Staff the Learning Center with a Learning Center Resource Technician
- Expand learning and summer services that prioritize learning acceleration for learners in TK-5.
- Expand the after-school program (e.g., COOL school) to support more students and families
- Expand the recruitment and enrollment of our high-needs learners in the district's Transitional Kindergarten (TK) program.
- Build certificated leadership capacity to support educators and students in the areas of early literacy, English Language Development (ELD), and MTSS.
- Utilize a comprehensive process to identify and adopt an NGSS (New Generation Science Standards) aligned science curriculum.
- Increase parent engagement, leadership, and participation in their children's education, improve home-school communication and provide parent education.
- Increase access and inclusion for learners through instructional assistant support and additional training for staff focusing on inclusive practices and co-teaching.
- Identify supplemental materials and hire staff to support newcomers at all sites
- Explore utilizing staff to enhance program offerings related to the Visual and Performing Arts for students
- Continue to provide Outdoor Education and experiential learning activities to our students
- Recruit and retain highly qualified staff

Goal 2: Increase Connectedness, Involvement, and Positive School Environments. Ensure a positive and respectful school climate for students, staff, and families which includes positive school cultures, safe, secure, accessible, and efficient classrooms, facilities, and grounds.

Key Actions in this goal area highlight our efforts to increase connectedness, involvement, and positive school environments

- Staff each site with a full-time Family Engagement Facilitator (FEF)
- Continue to provide translation services at meetings
- Support the Dual Immersion Program at Kawana Springs to develop students who are bilingual and biliterate
- Expand the Learning Center offerings for families, staff, and the community
- Support the implementation of Character Strong through professional development and coaching

- Continue to support Positive Behavior Interventions and Supports (PBIS) with additional staff support, training and implementation of SWIS and Active Recess
- Continue to provide home to school transportation

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

BUSD does not have any schools that have been identified for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

BUSD does not have any schools that have been identified for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

BUSD does not have any schools that have been identified for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Numerous virtual and in-person stakeholder feedback sessions (BUSD Steering Committee, BEA, CSEA, Board of Trustees, sites, SSCs, DELAC, ELACs, etc.) and school community surveys provided direction for the district as the 3-year LCAP was being developed and now monitored.
In order to engage student voice, the Youth Truth Survey was administered and reviewed to help inform the development of the LCAP.
The leadership team has continued to work with our SELPA leads to identify plans to address student behavioral needs through Positive Behavior Intervention Supports (PBIS), alternatives to suspension, and truancy intervention. The district has also engaged in meaningful consultation with the SELPA to address additional areas of concern including student achievement, school climate, and discipline. The Student Service Director meets monthly with the education specialists and counselors to review the academic and social concerns for all students.

Themes emerged from stakeholder feedback that were incorporated into the LCAP. All LCAP feedback sessions were conducted in both English and Spanish. Late afternoon sessions were provided to support parent participation. Parent/caregiver stakeholders participating in the meetings represented our unduplicated learner groups including English learners, low socioeconomic students, Foster Youth and special education.

A summary of the feedback provided by specific educational partners.

Considering the proposed two LCAP goals, stakeholders focused in on three questions: 1) What is working well? 2) What needs to improve? 3) What suggestions do you have?

Overall, parents/guardians expressed satisfaction with school-to-home communication. This was noted in the YouthTruth Survey as well as LCAP input meetings. Suggestions heard are as follows:

Goal 1 Feedback:

- Provide additional support staff
- Explore new science curriculum
- Provide more resources to teachers
- Provide hands-on or game-based learning
- Students need more motivation to learn
- Provide more instructional time. Offer more after-school intervention support

Goal 2 Feedback

- Better parent outreach is needed so parents are more informed and participate
- Provide more after school sports options

- SDC classes need more support
- Bring back Family Math and Literacy Nights
- Character development important
- Expand VAPA opportunities

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

All aspects of this LCAP were influenced by all stakeholder groups and individuals due to the district wide collaborative nature of this strategic planning process.

During the 2022-23 school year, Superintendent Kellison, met with educational partners from all four of the elementary campuses to acquire input and gather feedback about what was working well and what needed improvement throughout the district. These input meetings occurred at Bellevue Elementary on 1/13/23, at Meadow View on 2/3/23, at Kawana Springs on 2/17/23, and at Taylor Mountain on 1/6/23. In addition, he also conducted a "Planning for our Future Meeting" to gain feedback and input from all community and staff members in the district. In addition, all staff participated in an online survey to gather input as to the direction of the district over the next several years. This community engagement session occurred on 12/6/22, and attendees were instructed to share their thoughts and generate ideas in an effort to improve the experience for all members of our learning community in the areas of programs for students, facility needs, and community partnerships. These suggestions and input have helped to shape the 2023-24 LCAP.

At a meeting on 4/5/23, the Student Services Committee reviewed data from the Youth Truth survey, and through this review, the following concerns and suggestions were expressed. A concern with the adequacy of the 6th grade curriculum was discussed and will result in further review and training in the Character Strong materials for 6th grade. While reviewing the responses to the following question and statement: Do you feel like a real part of your school community? and When I am upset, I know some ways to make myself feel better, the Committee suggested that the district consider explicitly teaching coping strategies, offer additional trauma informed professional development opportunities, and implement additional curriculum that addresses nutrition and mental health. All of these suggestions have been incorporated into the LCAP.

At the DELAC meeting held on 2/28/23, the Committee conducted a needs assessment and the following recommendations were recorded: increase and improve communication regarding instruction and information, especially as it pertains to redesignating students to English proficient; increase or use Talking Points or Parent Square for parent communication; and provide additional after school tutoring for ELPAC preparation and strategy practice at all four sites in the district. Our collaboration with the Santa Rosa Junior College Adult Education to provide ESL and basic computer skills courses is a direct result of suggestions and input provided by the DELAC. These suggestions have been noted and will be considered.

The DELAC reviewed the 2023-24 LCAP including the goals, actions, and budget sources at both the 4/28/23 and 5/16/23 meetings. The DELAC members did not provided any written documentation or comments to the Superintendent. The LCAP Committee reviewed the 2023-24 LCAP including the goals, actions, and budget sources at the 6/23/23 meeting.

The Board of Trustees will hold a Public Hearing on 6/26/23 to receive public comments on the LCAP, and the Board of Trustees is expected to approve the LCAP on 6/27/23.

Goals and Actions

Goal

Goal #	Description
1	Goal 1: Increase Student Success and Support Student Learning Ensure quality learning for each and every student to reach their potential Goal 1.1 Improve Instruction through Professional Development & Professional Learning Communities Goal 1.2 Improve Curriculum and Assessment Support Goal 1.3 Improve Student Academic Support Goal 1.4 Improve English Learner Support Goal 1.5 Support Learning Recovery - Expanded Learning Opportunity (ELO) Grant

An explanation of why the LEA has developed this goal.

BUSD strives to meet the diverse needs of every student through impactful teaching practices, high standards, and equitable resources. Data-driven decision-making drives the work.

Explanation of why the LEA has developed Goal 1 utilizing baseline data gathered in previous school years:

Achievement Gap: Student data indicates the COVID-19 pandemic has limited academic gains, widened the achievement gap, and has left struggling learners even further behind.

Local Assessment Data Results:
Reading
Based on the Star Early Literacy Assessment administered in first grade, only 43% of BUSD students are at or above the district benchmark. And, only 15% of our first grade Dual Immersion students at Kawana Springs Elementary are at or above the district benchmark in Spanish.

In the Star English Reading Assessment, only 29.2% of BUSD students are at or above the district benchmark, and only 12% of DI students in the STAR Spanish Reading Assessment in grade 2 at Kawana Springs Elementary are at or above the benchmark. Only BUSD's second graders saw a small gain in the number of students at or above the district benchmark. In our DI program, only our fourth graders made gains in the number of students at or above the district benchmark in Spanish.

Math
Based on the STAR English Math assessment given in the Spring of 2022, only 36% of students are at or above the district benchmark. Only second, fifth and sixth-grade students made slight gains in the number of students are at or above the district benchmark, and at our DI school, neither first nor second-graders taking the Spanish Math assessment made gains. The STAR Spanish Math assessment

administered in the Dual Immersion Program demonstrated only 30% of students in grade 1, and 22% of students in grade 2 are at or above the district benchmark.

Explanation of why the LEA has developed Goal 2:

Student Engagement: Schools and the MTSS team report that student engagement and motivation have decreased over the last two years due to distance learning and post-pandemic conditions.

Parent Engagement: Parents would like more support and learning opportunities to better partner with schools.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA Academic Indicator CAASPP - 3rd-6th grade All students will Increase % at/above benchmark by at least 5% each year.	2019 CAASPP Students Meeting Standards 3rd: 31.31% 4th: 18.95% 5th: 45.15% 6th: 45.21 % 2021 CAASPP Students Meeting Standards All Students 49.01% 3rd: 39.79% 4th: 41.48% 5th: 46.45% 6th: 43.57% Subgroups Meeting Standards	2022 CAASPP results will be available in Fall 2022 2021 CAASPP Students Meeting Standards All Students 49.01% 3rd: 39.79% 4th: 41.48% 5th: 46.45% 6th: 43.57% Subgroups Meeting Standards SWDs: 15.48% ELs: 11.31% LIs: 36.39%	2023 CAASPP Results will be available in the Fall of 2023 2022 CAASPP Students Meeting Standards All Students 21.38% 3rd: 18.65% 4th: 14.28% 5th: 24.27% 6th: 27.81% Subgroups Meeting Standards SWDs: 5.47% ELs: 5.86% LIs: 20.4%		2023 CAASPP 3rd: 46.31% 4th: 33.95 % 5th: 60.15% 6th: 60.21 % Subgroups: SWD: 25.48% ELs: 21.31% LIs: 46.39%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SWDs: 15.48% ELs: 11.31% LIs: 36.39%				
Math Academic Indicator CAASPP - 3rd-6th All students will increase % at/above benchmark by at least 5% each year.	2019 CAASPP Students Meeting Standards 3rd: 29.69% 4th: 14.84% 5th: 19.25% 6th: 33.51% 2021 CAASPP Students Meeting Standards All Students 33.76% 3rd: 39.74% 4th: 35.87% 5th: 30.09% 6th: 30.76% Subgroups Meeting Standards SWDs: 10.79% ELs: 8.41% LIs: 20.32%	2022 CAASPP results will be available in Fall 2021 CAASPP Students Meeting Standards All Students 33.76% 3rd: 39.74% 4th: 35.87% 5th: 30.09% 6th: 30.76% Subgroups Meeting Standards SWDs: 10.79% ELs: 8.41% LIs: 20.32%	2023 CAASPP results will be available in the Fall of 2023 2022 CAASPP Students Meeting Standards All Students 12.01% 3rd: 15.81% 4th: 8.05% 5th: 8.53% 6th: 15.72% Subgroups Meeting Standards SWDs: 2.34% ELs: 1.87% LIs: 11.47%		2023 CAASPP 3rd: 44.69% 4th: 29.84% 5th: 34.25% 6th: 48.51% Subgroups: SWD: 20.79% ELs:18.41% LIs: 30.32%
Star Early Literacy All students will increase % at/above	2021 Spring 2021 Fall	2022 Spring 1st: 43% (+7%)	2023 Spring 1st: 52% (+9%)		98%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
benchmark by at least 5% each year. *Fall 2021 Scores will be our baseline since all students were tested in person in a consistent test setting.	1st: 83%* 1st: 36% *many students took this assessment from home				
ESGI (Letter Sounds - Report Card Mark 3-4) All students will increase % at /above benchmark by at least 5% each year. Change metric to % correct answers *Trimester 1 of 2021-2022 school year will be our baseline since all students were tested in person in a consistent test setting	Kindergarten: 41% 2021-22 Trimester 1 Kindergarten: 86% correct	Trimester 3 Kindergarten: 86% (no change)	Kindergarten: Bellevue: (41 of 84 tested) 75% correct Meadow View (55 of 98 tested): 85% correct Taylor Mountain (73 of 75 tested): 69% correct		56%
Star Reading All students will increase % at/above benchmark by at least 5% each year. *Fall 2021 Scores will be our baseline since	2021 Spring 2021 Fall (ENG) 2nd: 39%* 2nd: 33% 3rd: 34%*. 3rd: 33% 4th: 23%*. 4th: 25%	2022 Spring (ENG) 2nd: 41% (+8%) 3rd: 32% (-1%) 4th: 23% (-2%) 5th: 23% (No change) 6th: 22% (-1%) District 29%	2023 Spring (ENG) 2nd: 42% (+1) 3rd: 34% (+2) 4th: 33% (+10) 5th: 30% (+7) 6th: 34% (+12) District: 34% (+5)		2nd: 54% 3rd: 49% 4th: 38% 5th: 47% 6th: 39%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
all students were tested in person in a consistent test setting.	5th: 32%*. 5th: 23% 6th: 24%* 6th: 23% *many students took this assessment from home				
Star Math All students will increase % at/above benchmark by at least 5% each year. *Fall 2021 Scores will be our baseline since all students were tested in person in a consistent test setting.	2021 Spring. 2021 Fall 1st: 46%* 1st: 65% 2nd: 32%*. 2nd: 31% 3rd: 31%* 3rd: 50% 4th: 23%* 4th: 29% 5th: 25%* 5th: 35% 6th: 38%* 6th: 33% *many students took this assessment from home	2022 Spring 1st: 42% (-23%) 2nd: 35% (+4%) 3rd: 39% (-11%) 4th: 26% (-3%) 5th: 40% (+5%) 6th: 36% (+3%) District: 36%	2023 Spring 1st: 58% (+16) 2nd: 53% (+18) 3rd: 40% (+1) 4th: 45% (+19) 5th: 36% (-4) 6th: 44% (+8) District: 47% (+11)		1st: 61% 2nd: 47% 3rd: 46% 4th: 38% 5th: 40% 6th: 53%
English Learner Progress (CA Dashboard) All students will increase % of English Learners who	2021 ELPI 40.3 (LOW) 2021 Percent of English Learners at	English Learner Progress Indicator will be calculated in Fall 2022	English Learner Progress Indicator will be calculated in Fall 2023		English Learner Progress Indicator will be 55.3 or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
progressed at least one ELPI level by at least 5% each year.	Levels 3 = 36% (81 students) 2021 Percent of English Learners at Level 4 = 15.56% (35 students)	2021 = ELPI 40.3 (LOW) 2022 Percent of English Learners at Level 3 = The ELPI has combined levels 1-3 on the CA Dashboard 2022 Percent of English Learners at Level 4 = 2.5%	2022 = ELPI 54.9 (MEDIUM) 2.5% ELs maintained ELPI Level 4 27.9% ELs maintained ELPI Levels 1, 2L, 2H, 3L, 3H 17.2% ELs decreased at least one ELPI Level		
Reclassification Rate The % of reclassified EL students will increase by at least 5% each year.	2020--21 Reclassification rate (CDE DataQuest) Bellevue: 8.9% Kawana: 7.7% Meadow View: 6.6% Taylor Mountain: 9.6% Bellevue Union 8.2%	2021-2022 Reclassification Rate (CDE DataQuest) Bellevue: 10.9% (+2%) Kawana: 5.6% (-2.1%) Meadow View: 7.5% (.9%) Taylor Mountain: 11.6% (+2%) Bellevue Union 9.2% (+1%)	The 2022-23 Reclassification Rate is forthcoming but as of 6/15/23, 121 students have been redesignated. Bellevue: 23 students Kawana: 18 students Meadow View: 42 students Taylor Mountain: 38 students		2023 Reclassification rate (CDE DataQuest) Bellevue: 23.9% Kawana: 22.7% Meadow View: 21.6% Taylor Mountain: 24.6% Bellevue Union 23.2%
Implementation of the Standards including EL access to ELD standards (Local Indicator)	Standard Met	Standard Met	Standard Met		"Standard Met"
Instructional Materials	100%	100%	100%		Maintain 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Will maintain 100% of students with access to their own copies of standards-aligned instructional materials for use at school and home.					
# of Williams Complaints	0	0	0		0
Highly Qualified Teachers (HQT) 100% of our teachers will meet the criteria of HQTs.	Standard Met	Standard Met	Standard Not Met; BUSD had 9 teachers who were not "Highly Qualified" during the 2022-23 school year.		"Standard Met"
Misassignment of Teachers There will be no teachers misassigned.	Standard Met	Standard Met	Standard Not Met; BUSD had 9 teachers who were misassigned. The district worked closely with the misassigned teachers to ensure that they would meet all State certification and licensure requirements at the grade level and subject area in which they had been assigned in a timely manner.		"Standard Met"

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			All BUSD teachers not appropriately credentialed were enrolled in the required credential program and received regular support and coaching. The teachers were approved by the Sonoma County Office of Education as being qualified to teach in the classroom while working towards certification.		
ESGI Math (Addition) All Kinder students will increase % at/above benchmark by at least 5% each year Change Metric to % of correct answers	2021 Spring K: 51.7%** (Data gap for KS and SD)	2022 Spring (Trimester 2) K: 88% K: 82% (SPAN)	2023 Spring Kindergarten Results Kawana Springs (42 of 65 tested): 81% correct Bellevue (48 of 84 tested): 100% correct Meadow View (58 of 98 tested): 85% correct Taylor Mountain: (47 of 75 tested): 90% correct		66.7%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Star Early Literacy Spanish All 1st Grade DI students will increase % at/above benchmark by at least 5% each year.	1st: 25%*. *many students took this assessment from home 2021 Fall (SPAN) 1st: 21% 2nd: 23% 3rd: 36%	2022 Spring 1st: 15% (-6%) Students transition to the Star Reading Assessment in Spanish for grades 2 and beyond	2023 Spring 1st: 15% (+0) Students transition to the Star Reading Assessment in Spanish for grades 2 and beyond		40%
Star Reading Spanish All 2nd-6th Grade DI students will increase % at/above benchmark by at least 5% each year. *Fall 2021 Scores will be our baseline since all students were tested in person in a consistent test setting.	2021 Spring 2nd: 33%* 3rd: 10%* 4th: 33%* 5th: N/A 6th: N/A *many students took this assessment from home 2021 Fall (SPAN)** 2nd: 22% 3rd: 21% 4th: 6% 5th: 21% 6th: 100% **Many students not tested	2022 Spring 2nd: 5% (-17%) 3rd: 16% (-5%) 4th: 8% (+2%) 5th: 22% (+1%) 6th: 27% (Discrepancy with data 2021) Kawana Springs: 12%	2023 Spring 1st: 25% (+20) 2nd: 8% (-8) 3rd: 11% (-5) 4th: 29% (+21) 5th: 17% (-5) 6th: 43% (+16) Kawana Springs: 22% (+10%)		2nd: 48% 3rd: 25% 4th: 48% 5th: 32% 6th: 37%
Star Math Spanish All K-2 Grade DI students will increase % at/above	2021 Spring. 2021 Fall 1st: 40%* 1st: 47%	2022 Spring 1st: 30% (-17%) 2nd: 22% (-1%)	2023 Spring 1st: 47% (+17) 2nd: 38% (+16)		1st: 55% 2nd: 75% 3rd: 29% 4th: N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
benchmark by at least 5% each year.	2nd: 60%* 2nd: 23% 3rd: 14%* 3rd: 26% 4th: N/A 5th: N/A 6th: N/A *many students took this assessment from home	3rd: Transitions to testing Math in English	3rd: Transitions to testing Math in English		5th: N/A 6th: N/A
ESGI Spanish DI (Letter/Sounds Report Card Mark of 3-4)* Change Metric to % of correct answers	2021 Spring K: 52%	2022 Spring K: 72%	2023 Spring K 87%		67%
Broad Course of Study Including Programs Developed and Provided to Unduplicated Pupils and Students with Exceptional Needs	Standard Met	Standard Met	Standard Met		"Standard Met"
The District's Chronic Absenteeism Rate will decrease by 3% annually	2020-2021 318 Students were chronically absent = 20.1%	2021-2022 Chronic Absenteeism Rate = 43.8%	The 2022-23 Chronic Absenteeism Rate is forthcoming		The chronic absenteeism rate will decrease by 9% in year 3 of the LCAP cycle.
The District's Attendance Rate will	Due to the challenges of the COVID Pandemic, school	Baseline Data: 2021-2022= 87.48%	The Attendance Rate data for the 2022-23		The attendance rate will increase by 9% in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
increase by 3% annually	attendance rates have experienced a significant decline. Information was not reported on the CA Dashboard in 2020-2021.	Average Days Absent: 18.3 Excused Absences: 72.9% Unexcused Absences: 23.9%	as of 4/26/23 = 90.62%		year 3 of the LCAP cycle.
The Suspension Rate will be maintained at 0% or decrease by 3% annually	2020-21 Percent of Students Suspended with One Suspension District: 0.0%	2021-2022 Suspension Data District Suspensions: 31 Site Suspensions: Bellevue - 12 Kawana Springs - 3 Taylor Mountain - 16 Meadow View - 0	2022-2023 Suspension Data will be forthcoming District Suspensions: 38 Site Suspensions: Bellevue - 8 Kawana Springs - 5 Taylor Mountain - 14 Meadow View - 11		The district will maintain 0 suspensions in year 3 of the LCAP cycle.
The Expulsion Rate will be maintained at 0% or decrease by 3% annually	2020-21 Expulsion Rate District: 0.0%	2021-2022 Expulsion Rate District: 0.0%	2022-2023 Expulsion Rate District: 0.0%		The district will maintain 0 expulsions in year 3 of the LCAP cycle.
The percentage of students, parents, and staff who report a sense of school safety and connectedness through a district survey will increase by 5% annually.	Baseline Data Coming in the 2021-22 School Year	YouthTruth Survey administered to 1453 respondents across multiple educational partners including parents, students, and staff.	2022-23 YouthTruth Survey administered to 1501 respondents across multiple educational partners including parents, students, and staff.		The percentage of students, parents, and staff who report a sense of school safety and connectedness will increase by 15% at the end of the LCAP cycle.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Engagement for Families: (School Connectedness) = 73% School Safety for Families: 67% Belonging for Students: (School Connectedness) = 52% Relationships for Students (School Safety)= 75% Culture for Staff (School Connectedness) = 70% Relationships for Staff (School Safety) = 85%	Engagement for Families: (School Connectedness) = 76% School Safety for Families = 64% Belonging for Students: (School Connectedness) = 27% Relationships for Students (School Safety)= 73% Culture for Staff (School Connectedness) = 74% Relationships for Staff (School Safety) = 87%		
The Percent of Students Meeting A-G Requirements	N/A	N/A	N/A		N/A
The Percent of Students Who Have Successfully Completed CTE Course Requirements	N/A	N/A	N/A		N/A
The Percent of Students Who Have Completed Either A-G	N/A	N/A	N/A		N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
or CTE Course Requirements					
The Percent of Students Demonstrating College Preparedness	N/A	N/A	N/A		N/A
The Percent of Students Who Passed an AP Exam	N/A	N/A	N/A		N/A
High School Graduation Rate	N/A	N/A	N/A		N/A
High School Drop Out Rate	N/A	N/A	N/A		N/A
Middle School Drop Out Rate	N/A	N/A	N/A		N/A

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Goal 1.1 Improve Instruction through Professional Development & Professional Learning Communities	In order to develop leadership capacity, the district will provide professional development for administrators and staff to ensure the strategies developed to support unduplicated pupils are implemented and expanded. This professional development will include trainings related to the ELD standards and strategies for supporting English Language development, the district's writing program, SIPPS phonics curriculum, Social Emotional Learning (SEL) curriculum, and professional learning community implementation. MATH The professional development will occur throughout the summer and the school year, and will utilize three additional days negotiated with	$670,877.00	Yes

Action #	Title	Description	Total Funds	Contributing
		the district's labor partners. The District will partner with the California Education Partnership to provide professional development throughout the 2023-24 school year. To ensure general education teachers have additional access to collaboration time to plan intervention, review student data, and develop enhanced instructional strategies to support unduplicated students through Tier 1 instructional strategies, the district employs Physical Education teachers to meet the physical education minute requirements and provide teachers with additional collaboration time.		
1.2	Goal 1.2 Improve Curriculum and Assessment Support	The District will purchase supplemental curriculum to enhance and strengthen instruction specifically in mathematics and science. In addition to supplemental curriculum, the District will adopt district-wide common assessments and progress monitoring tools to ensure unduplicated students are maintaining grade level status. The district will purchase software licenses and materials to support English and mathematics competency and acceleration. The District will implement the use of Developmental Reading Assessments (DRA) to help monitor student progress. Staff will be supported through the use of substitute teachers in order to complete the assessments and provide necessary interventions. In order to provide oversight of specific programs, administrative staff will provide differentiated supports to ensure high-quality instruction for diverse ELs (LTELS, RFEPs, and Newcomer ELs); design and implement a substantial and sustained ongoing professional learning plan to ensure staff understand best practices for ELs; and ensure the ELD program will be implemented as described in the English Learner Master Plan with appropriate curricular resources. To ensure unduplicated pupils have access to experiential learning activities, the district will provide funding for students to attend outdoor education and other learning opportunities.	$343,564.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Goal 1.3 Improve Overall Student Academic Support	To address additional academic support for students, the District will utilize literacy paraprofessionals and instructional assistants to guide unduplicated students. Through reinforcing research based instructional strategies with small groups, students will have greater opportunity to practice their learning and develop an increased understanding of concepts taught throughout the school year. In order to prepare unduplicated pupils for success in a pre-Kinder and Kinder setting, the District is expanding its early intervention and prevention program by providing young learners additional academic time and social-emotional supports in a classroom setting beyond what is legislatively mandated. Additional opportunities for academic tutoring will be provided after school by district staff. Support staff will be available for integrating technology into the classroom and assisting unduplicated students' families with technology questions and needs. Additional equipment, hardware, and software licenses have been purchased to enhance progress monitoring, tutoring, internet access, and primary language resources.	$1,738,151.00	Yes
1.4	Goal 1.4 Improve English Learners Support	To strengthen the English Language Development program, the district will continue to provide professional development for staff through effective ELD strategies and GLAD training. Additional instructional assistants have been hired to support English Learners, considered Newcomers, through small group instruction and guidance that reinforces concepts that are taught throughout the school year.	$18,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Curricular software will be purchased to help with language acquisition and a student information system will be utilized to monitor English Learner progress. Staff and key stakeholders will be identified to review the English Learner Master Plan to ensure adherence to state and federal regulations.		
1.5	Goal 1.5 Improve Student Academic Support	This action has been addressed in Action 1.3		Yes
1.6	Goal 1.6 Recruit and retain highly qualified staff	Recruit and retain highly qualified staff by partnering with the North Coast School of Education and providing professional development through the North Coast Teacher Induction Program. Master teacher mentorship is provided to new teachers through the district's teaching staff.	$42,250.00	Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in the planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were material differences between Budgeted Expenditures and Estimated Actual Expenditures in a few of the actions items due to a number of factors. In Goal 1.1, the differences included an increase in expenditures because of salary variations for the cost of the physical education teachers. There was also an increase for the expenditures related to sub costs for the Continuous School Improvement teamwork, and an increase in the expenditures related to professional development allotments due to additional professional development offerings. In Goal 1.2, there were additional expenditures related to the cost of field trips as the District increased the number of experiential learning activities. In Goal 1.3, there were material differences due to an increase in the staffing numbers, as an additional TK teacher was hired and

there was an increase in the number of instructional assistants and lit paraeducators that were hired. In Goal 1.6, there was a material difference due to the number of stipends required for participating mentors.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions specified in Goal 1 during the 2022-23 helped lay the foundation and/or bolster previous efforts to improve student achievement. The significant investment in professional development for staff to improve student outcomes will come to fruition in the coming years. Staff was exposed to several new programs, new instructional strategies, new curricula, and new technology to monitor student progress. It will take time, additional coaching, and focused collaboration to build staff expertise and capacity with the new tools, assessments, and curriculum. The district has remained steadfast in its commitment to providing equitable learning experiences for all students through a guaranteed and viable curriculum. This commitment guarantees that no matter which school a child attends he/she/they will be instructed with a standards-based curriculum that has been reviewed and agreed upon by grade-level teams. This guaranteed and viable curriculum details the standards taught, the assessments to be utilized to measure student progress, and the interventions necessary to ensure students are at grade level.

The actions in Goal 1 are creating the road map for continuous improvement in the Bellevue Union School District.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The District has remained steadfast in its commitment to improving outcomes for its students and bringing coherence to site instructional practices. To that end, BUSD will continue to provide professional development and collaboration time around the guaranteed and viable curriculum. Grade levels will come together to solidify their common formative assessments and rubrics. They will also dedicate time to creating a curriculum map that will support cross-district collaboration, and ultimately, student achievement.

We will continue to offer professional development in Guided Language Acquisition Design (GLAD) instructional strategies in order to support teachers in being GLAD-certified instructors so that they may be better equipped to serve multilingual learners and continue to train teachers with the implementation of the new writing program, Writing by Design.

BUSD has identified math as a focus area and will partner with the California Education Partnership in the 2023-2024 school year to support and improve mathematics instruction throughout the District. This partnership will entail a detailed analysis of our current math offering and specific training to improve the instructional practices and delivery on the part of the staff.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Goal 2: Increase Connectedness, Involvement and Positive School Environments Ensure a positive and respectful school climate for students, staff and families which includes positive school cultures, safe, secure accessible and efficient classrooms, facilities and grounds. Goal 2.1 Improve Family Engagement Goal 2.2 Improve Student Engagement Goal 2.3 Improve Social Emotional Support Goal 2.4 Improve Learning Environments

An explanation of why the LEA has developed this goal.

Stakeholders agree that if students believe that adults in the school care about their learning and about them as individuals, they are more likely to feel connected to the school and succeed. The same is true for the adults (parents and staff). They want to be supported. They want their voices heard and valued. Creating a positive school culture of high expectations, appropriate supports, trust, and respect has the potential to significantly impact student learning in a positive manner. Hence, Goal #2 was developed with the purpose of ensuring a positive and respectful school climate for students, staff, and families which includes positive school cultures, safe and accessible environments, and efficient classroom, facilities, and grounds. The sub-goals were a natural grouping of the actions and services determined as needs for BUSD students. The actions and services were based on best research-based practices.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.1: Increase Parent Engagement by 5% based on attendance rosters at District Events (i.e. ELAC, DELAC, Strategic Planning Meetings, Parent Meetings, Family Events)	.06% (approximately)	The current Metric is challenging. Moving forward we will use the YouthTruth Survey data. This year parents scored BUSD higher than 73% (blue) of other schools in the comparative	In the 2022-2023 administration of the Youth Truth survey, parents scored BUSD higher than 76% of other schools in the comparative dataset of Engagement, which indicates that		80% of Families score Engagement as a strength for the district

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		dataset, which indicates that BUSD families view the degree to which families are engaged in their school and empowered to influence decision making as a strength.	BUSD families view the degree to which families are engaged in their school and empowered to influence decision making as a strength.		
2.1 Increase effective parent communication	20% participation in surveys	Goal Met Year 1: 39% of our 1461 students' families participated in our first YouthTruth Parent Survey this 2021-2022 school year.	Goal Met Year 2: 48% of our 1215 students' families participated in the second administration of the Youth Truth Parent Survey during the 2022-2023 school year.		35% participation in surveys
2.1 Increase Parent Education Opportunities by Adding Additional Trainings Annually and Partnering with SRJC to Provide Adult Education Courses On Site	Currently Parent Education consists of regular ELAC/DELAC meetings only	~10 parents attended the positive parenting class provided by CPI.	The district was unable to retrieve the number of parents who attended the fall semester due to FERPA issues. Additional trainings to support parents with partnering with the district were held at sites, and the Santa Rosa Junior College offered 3 courses in		The percentage of parents enrolling and attending classes will increase by 10% annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			the fall and 4 courses in the spring.		
2.2 Build stronger relationships with Key Educational Partners	District will utilize the YouthTruth Survey to measure feelings of connectedness to school and the degree to which educational partners feel they are involved in decision making	The 2021-2022 YouthTruth Survey Data Results indicate that 75% of students, 89% of parents, and 85% of staff reported positive relationships with their school. 73% of Parents reported that they felt involved in decision making.	The 2022-2023 YouthTruth Survey Data Results indicate that 73% of students, 88% of parents, and 87% of staff reported positive relationships with their school. 76% of Parents reported that they felt involved in decision making.		Educational Partner perceptions through the administration of the YouthTruth Survey regarding school connectedness and degree to which they feel involved in decision making will increase by 15% in positive responses in year 3 of the LCAP
2.2 Continue to Implement Positive Behavior Interventions and Supports (PBIS) Frameworks to Reduce Discipline and Suspensions by 3% Annually	The District's behavior management system is being enhanced collaboratively with key educational partners	All staff will be trained in Character Strong. School counselors, psychologists, and other school staff may be trained or retrained in PBIS. Key staff will need to be trained in SWIS as well for tracking behavior and discipline. In the YouthTruth Survey Parents ranked BUSD higher than 75% of other schools in the	All staff were trained in Character Strong during district professional development prior to the start of the school year. School counselors, psychologists, and other school staff may be trained or retrained in PBIS. Key staff will need to be trained in SWIS as well for tracking behavior and discipline.		Increase students' sense of belonging and relationships on the YouthTruth Survey by 9% and fully implement PBIS and the SWIS data system.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		comparative data set for the question, "Is Discipline Fair?" Teachers ranked this question 63% 52% of students reported feeling welcomed at their school and 75% of students reported that they feel they receive support and personal attention from their teachers.	In the YouthTruth Survey Parents ranked BUSD higher than 69% of other schools in the comparative data set for the question, "Is Discipline Fair?" Teachers ranked this question 60%. 27% of students reported feeling welcomed at their school and 73% of students reported that they feel they receive support and personal attention from their teachers.		
2.2 Increase Visual and Performing Arts (VAPA) offerings and increase the percentage of students attending offerings by 10% annually	Violin Program at one site Chorus at all sites	Violin program grew to two sites and chorus continues at all sites. In the 2021-2022 school year, 27 students across 4 sites participated in the violin program and 109 students participated in the chorus program.	There was a significant increase in the performing arts offerings at all four of the school sites. The district contracted with a number of musical professionals to provide a variety or choral and instrumental offerings to all students and grade levels.		Student attendance in VAPA offerings will increase by 30% at the end of the LCAP cycle.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			In the 2022-23 school year, 0 students across the 4 sites participated in the violin program due to the District's inability to hire an instructor, and approximately 15 students participated in the chorus program. In the 2023-24 school year, BUSD will offer the following Visual and Performing Arts programs: TK-3: Lower grade music 6th Grade: Digital music and song writing 4th-5th Grade: Marimba during school 6th Grade: Marimba after school		
2.2 Provide additional sports programs and increase the percentage of students participating by 10% annually	Due to COVID no sports programs are available	Basketball teams were formed at all schools for the basketball program.	Basketball Participation Bellevue Boys' Team: 20 Girls' Team: 25		Sports programs at each site facilitated by a sports leader Student attendance in sports offerings will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Baseline data will be gathered in the 2022-23 school year	Kawana Springs Co-ed Team: 20 Meadow View Boys' Team: 20 Girls' Team: 19 Taylor Mountain Boys' Team: 21 Girls' Team: 17 Addition: Volleyball, Girls on the Run		increase by 30% at the end of the LCAP cycle.
2.3 Provide Additional Social Emotional Support to increase group sessions for students and increased classroom presentations.	0 District School Counselors	BUSD hired 4 school counselors. One for each site.	BUSD continued to employ 4 school counselors.		4 school counselors, 1 per site
2.4 Improve Learning Environments in order to ensure all students have access to optimal learning environments and facilities as measured by the FIT (Facilities Inventory Tool) maintaining "Good Repair Standards"	2020-2021 FIT survey reported all schools met "Good Repair Standard"	2021-2022 FIT survey reported all schools met "Good Repair Standard"	2022-23 FIT survey reported all schools met "Good Repair Standard"		All schools will continue to maintain "Good Repair Standard"

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.5 Increase School Attendance Through Home to School Transportation as measured by a decrease in the chronic absenteeism rate by 2% annually.	Chronic Absenteeism Rate: 20.1%	2021-2022 Chronic Absenteeism Rate: 43.8%	The 2022-2023 Chronic Absenteeism Rate: 33%		The chronic absenteeism rate will decrease by 6%.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Goal 2.1 Improve Family Engagement	To increase family engagement and participation throughout the district and school sites, the District has employed Family Engagement Facilitators (FEF) to build positive relationships and increase communication. By offering translation services to parents of English Language Learners and supporting additional translation services, the District will enhance school to home communication. The District will also secure a district-level Family Engagement Facilitator (FEF) to support improving student attendance among the four sites. The District FEF will work in conjunction with the SARB Coordinator to ensure families are supported and help address the challenges associated with absenteeism. The District will offer parent trainings to increase the understanding of potential options for student academic and career pathways through the PIQE (Parent Institute for Quality Education) Institute and district-led offerings. The District will ensure 1:1 technology access to bridge the digital divide and ensure that unduplicated students have the same access to 21st century digital tools and high-speed internet as all students. This action includes providing students with a Chromebook to use at home,	$279,358.00	Yes

Action #	Title	Description	Total Funds	Contributing
		direct support to families with technology access, and hotspots for students who need wireless connectivity.		
2.2	Goal 2.2 Improve Student Engagement	In order to improve student engagement, build relationships, and address issues of absenteeism and discipline, the District has taken steps to create a robust student support system. Administrative staff will continue to provide tools and training for the implementation and integration of the Social Emotional Learning curriculum (Character Strong). With the continued implementation of this curriculum, staff will build the capacity to shape positive and trauma informed learning environments for students. In the 2023-2024 school year, additional Tier II curriculum will be implemented by the school counselors. In order to continue to gather data and monitor the effectiveness of the curriculum, the SWIS student data system will track discipline incidents and gather information regarding discipline trends or patterns to help address concerns. In addition to the SWIS system, the District will continue to use the Youth Truth survey and review data gathered to support the social emotional well-being of the students.	$219,525.00	Yes
2.3	Goal 2.3 Improve Social Emotional Support	Student supervisors and a school psychologist are providing additional supervision and support for unduplicated students. Student supervisors serve additional points of contact and connection for students. In their roles, student supervisors build upon a climate of safety and develop relationships with students who are struggling and/or would benefit from mentoring. As adults supervising outside the classroom, student supervisors are able to note the additional needs of our unduplicated students and communicate those needs to administrative and teaching staff to have those needs addressed.	$1,161,071.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The school psychologist is focused on providing preventative and intervention support to address the mental health needs of unduplicated students. The school psychologist provides counseling services, self-harm prevention, and suicide risk assessment. The school psychologist also attends mental health team meetings, and serves as a participant on the PBIS committee. School counselors will support the social emotional well-being of unduplicated students at all four school sites to ensure students are attending school and thriving academically and socially.		
2.4	Goal 2.4 Improve Learning Environments	In order to support student academic success and avoid combination classes at Kawana Springs, the District is committed to reducing class size in grades K-3 beyond what is mandated by the state. The smaller than mandated class sizes allow staff to focus on addressing unduplicated students that are struggling to maintain grade level status. To address stakeholder feedback and input the District established a dual language program at Kawana Springs Elementary School. The dual immersion program expands opportunities for students to participate in a setting that develops bilingual and biliterate students, with a focus on serving unduplicated pupils. Investments support program design/refinement, supplementary instructional materials, and professional development and coaching for staff. As a choice program for students, the District is committed to maintaining the dual immersion structure with a specific teacher ratio despite potential enrollment shortages.	$963,023.00	Yes
2.5	Goal 2.5	The District will provide home to school transportation to ensure increased school attendance and participation for unduplicated	$828,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Increase School Attendance Through Home to School Transportation	students. As a significant component of the attendance intervention program, home to school transportation provides unduplicated families who are struggling with absenteeism a means of access to avoid missed instructional time.		

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in the planned actions and actual implementation of these actions. With the exception of offering PIQE classes to our families, all of the actions were implemented.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There was a significant material difference between Budgeted Expenditures and Estimated Actual Expenditures in Goal 2.1. Due to E-rate funding, the costs budgeted for technology purchases were offset and the District did not utilize the totality of the budgeted expenditures. These funds will be carried over to the 2023-2024 actions to be used to support unduplicated students. In addition, in Goal 2.2, the Character Strong curriculum, campus messaging and SWIS system were paid outside of LCFF.

An explanation of how effective the specific actions were in making progress toward the goal.

The specific actions detailed were effective in helping the district make progress toward Goal 2. There was a tremendous focus on improving and restoring positive climates and cultures throughout the district. Concentrated efforts to bring students and families back to school/community and family engagement events were employed during the 2022-23 school year. Participation in these events was extremely high, and the return to normalcy and positive routines was demonstrated by the families' attendance at these events.

The difficulties, challenges, and stressors of life post pandemic experienced by both children and staff have been obstacles the district has encountered this school year. Challenges still exist regarding student absences and chronic absenteeism. Families are continuing to experience COVID and/or other illnesses and are keeping their children home from school. In addition to illness, issues with tardiness and truancy have impacted the district resulting in missed instructional time. Attendance will be a primary focus for the district in the coming school year.

With the implementation of the Character Strong curriculum, students are gaining the necessary skills to partake in appropriate conflict management strategies, self-regulation, and positive peer interactions. Although sites are still experiencing an increase in challenging

behaviors, the district will continue to implement the curriculum with fidelity and research how to better support the 6th grade students. Additional professional development was provided to staff in the area of implementing trauma informed practices, and these trainings were well received by the staff. The staff has requested a continuation of these trainings to help provide them with the necessary skill set to support students who have experienced traumatic events.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

There have not been changes to Goal 2. There have been additional action steps included in the 2023-2024 LCAP. These additional actions include the hiring of a district level Family Engagement Facilitator (FEF) to provide additional intervention to support and improve the Chronic Absenteeism rate for all schools. As all four sites were identified as requiring additional targeted intervention and support in the area of Chronic Absenteeism, the focus on student engagement and attendance will be enhanced with the acquisition of a district level FEF to improve attendance. The salaries and benefits projections of four counselors were added to support unduplicated pupils and ensure students were achieving both academically and socially.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$6,142,253	$785,608

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
42.32%	0.84%	$111,374.00	43.16%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

After assessing the needs, conditions, and circumstances of our English learners (58.4% of our population), we have determined that there continues to be a significant achievement gap between these students and those who are not English learners. On the statewide summative assessments given in 2022, 5.86% of our EL students met or exceeded the Standard for ELA, which is 22 percentage points lower than students who are classified as English Only students. We also observe that on the English Learner Progress Indicator (ELPI), 54.9% of English Learners are making progress towards English language proficiency, a performance level of Medium which is an increase from the performance level of Low in the 2019 test administration. Digging further into the data, we see that English Learners on average scored 113.4 points below standard in ELA, and SED students scored 78.1 points below standard in ELA. In Math, we noted similar findings. Only 1.87% of our EL student population met or exceeded math standard, compared to the all students group where 12.01% met or exceeded the math standard, approximately 10% lower. Our EL students on average scored 123.9 points below the standard whereas our SED students on average scored 101.3 points below standard.

These data indicate that there is a need for specialized support and attention for our foster youth, low-income students, and most certainly for our English Learners. The actions in goals one were developed specifically to support the academic achievement of our most underserved

student groups, which at Bellevue, based on our data, is our English Learner group. However, we recognize that because BUSD's student population is made up of 80.7% unduplicated students, these actions and services in goal one will also benefit a large portion of our students.

The improvement efforts that we have identified to continue to address this academic gap is to provide district-wide professional development for all certificated staff and classified staff in instructional settings which address the instructional needs of all of our students, but with a focus on supporting English learners, foster youth, and low-income students. The training topics have been developed with student needs at the forefront and will continue to serve as a foundation for professional development throughout the year. These learning opportunities include Guided Language Acquisition Design (GLAD training), SIPPS training, English Language Development (ELD), both integrated and designated, mathematics instructional training, and effective Professional Learning Communities (PLC) training.

Intervention/prevention support will also target our struggling unduplicated students. This will be supported by additional staff at the Transitional Kindergarten and Kindergarten levels to serve the District's youngest unduplicated pupils, and Lit Paras who will support struggling readers and newcomers.

The impact of missed instruction and opportunities for social development due to the pandemic continue to impact our students. Sites have experienced an increase in challenging behaviors and conflicts among peers. In order to better support our most underserved population, we believe having additional counseling supports at each site and continuing to invest in Social Emotional Learning (SEL) curriculum will help us to better meet the need of our students and families. As the vast majority of our families are monolingual Spanish speakers, we also understand that we must continue to provide greater language support for them to be more actively engaged. To this end, adult education classes will be provided to families, specifically with the needs of our Spanish-speaking families in mind. These classes will be offered at the newly developed district Learning Center.

Lastly, the focus on engagement and bringing students and families back to campus has and will continue to be paramount for the coming school year as evidenced by the implementation of home to school transportation to help ensure unduplicated students do not miss instructional time due to any transportation issues. The district's Chronic Absentee rate was a significant issue in the 2021-2022 school year as indicated by the California Dashboard and is a primary area of focus for the 2023-24 school year.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

After assessing the needs, conditions, and circumstances of our English learners (58.4% of our population), we have determined that there continues to be a significant achievement gap between these students and those who are not English learners. On the statewide summative

assessments given in 2022, 5.86% of our EL students met or exceeded the Standard for ELA, which is 22 percentage points lower than students who are classified as English Only students. We also observe that on the English Learner Progress Indicator (ELPI), 54.9% of English Learners are making progress towards English language proficiency, a performance level of Medium which is an increase from the performance level of Low in the 2019 test administration. Digging further into the data, we see that English Learners on average scored 113.4 points below standard in ELA, and SED students scored 78.1 points below standard in ELA. In Math, we noted similar findings. Only 1.87% of our EL student population met or exceeded math standard, compared to the all students group where 12.01% met or exceeded the math standard, approximately 10% lower. Our EL students on average scored 123.9 points below the standard whereas our SED students on average scored 101.3 points below standard.

The actions and services described in this plan that are continuing to be provided as an increase or improvement to unduplicated students include:

- Increased support to students and families through the addition of hours to the Family Engagement Facilitator at each site (1 FTE per site). This will provide our Spanish-speaking families greater access to their school and their child's education as language tends to be a barrier for most of our families (58.4% EL). The District will also hire an additional district-level Family Engagement Facilitator to support the families with improved school attendance. The District FEF will assist families in accessing additional supports and resources to ensure students are attending regularly and not missing essential instructional minutes. (Action 2.1)

- Additional Lit Paras at each site to support student literacy via intervention groups. Our EL students are one of our lowest-achieving student groups. COVID and distance learning especially impacted the academic achievement of this student group. The vast majority of students are ELs and come from monolingual speaking homes making supporting their students' distance learning more challenging than it would be for an English speaker. As a result, we saw limited academic gains among our EL student group. These additional intervention groups will be targeting the literacy skills of our most underserved students. (Action 1.3)

- Additional counseling support for the mental health and social-emotional well-being of students. As mentioned above, COVID has significantly impacted the BUSD community, especially our EL and SED groups. Students have lost loved ones to COVID, others have struggled financially, and home and food insecurities have caused a great deal of stress for many of our students and families. To meet the social-emotional needs of our students, additional staff including student supervisors and the school psychologist will serve as points of contact for our unduplicated students. (Action 2.3)

- To increase student engagement, build relationships, and address issues of chronic absenteeism and discipline amongst unduplicated pupils, administrative staff will continue to provide tools and training for the implementation and integration of a Social Emotional Learning (SEL) curriculum. Counselors at all 4 of the school sites will also support with Tier II implementation of the curriculum and meeting with students to ensure the academic and social-emotional well-being of the students. (Action 2.2)

- Adaptive software to better meet the specific needs of students who need additional supports and differentiation. With limited resources such as time and personnel, we need to provide additional ways to meet the needs of our students. By purchasing

adaptive programs such as Freckle, Lalilo, Dreambox, etc. we are able to provide students with additional learning opportunities that can be accessed from school or home. (Action 1.2)

- Additional support staff will be available for integrating technology into the classroom and assisting unduplicated students' families with technology questions and needs. Additional equipment and hardware have been purchased to enhance progress monitoring, tutoring, internet access, and primary language resources. (Action 1.3)

- GLAD Coaching and training for all teachers. Our ELs are our most struggling student group. In order to better meet their needs, all teachers are being trained in GLAD. These strategies support language acquisition through content and also through targeted designated ELD. Although these strategies are targeted to ELs, they will benefit all students. (Action 1.4)

- Professional development to support teachers (i.e. SIPPS, ELD Strategies, Writing, Math, etc). We understand the power of a skilled teacher, and this is why professional development is one of our most prominent goals. We believe that by supporting our teachers, our students will benefit. In addition to this professional development, the District is partnering with the North Coast School of Education to provide additional professional development to new teachers through the North Coast Teacher Induction Program. Master teacher mentorship is also provided to novice teachers through the district's teaching staff. (Action 1.1 and Action 1.6)

- To ensure general education teachers have additional access to collaboration time to plan intervention, review student data, and develop enhanced instructional strategies to support unduplicated students, the District employs Physical Education teachers to meet the physical education minute requirement. (Action 1.1)

- After-school tutoring focused on ELA/ELD and Math. EL, SED, FY students are our target populations for our after-school tutorials. These sessions are determined by student need. BUSD has a large number of LTEL students and they are the first group we target for these additional learning opportunities. (Action 1.3)

- In order to prepare unduplicated students for success in pre-K and Kinder settings, the District is expanding its early intervention and prevention program by providing young learners additional academic time and social emotional supports in a classroom setting beyond what is legislatively mandated. In addition, instructional assistants have been increased to support our young learners. Hiring additional assistants for our young learners will benefit our most underserved students. The expansion of the program will help those students with limited or no preschool experience and prepare them for the academic rigor of schooling. (Action 2.4)

- To support unduplicated student academic success and avoid combination classes, the District is committed to reducing class size in grades K-3 beyond what is mandated by the state. (Action 2.4)

- To ensure students have the opportunity to be both bilingual and biliterate, the District established the dual immersion program at Kawana Springs Elementary School and is committed to investing in staff to maintain the needed structure to expose students to instruction in both English and Spanish. (Action 2.4)

- Home to school transportation services to increase student engagement and ensure unduplicated students do not miss instructional time due to transportation issues. (Action 2.5)

Using the above strategies and taking into consideration these expenditures, we both qualitatively and quantitatively nearly meet the increased improved percentage of 43.16%

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Additional dollars are used to provide additional staff, for example: instructional assistants for TK and Kindergarten, additional Literacy Paraprofessionals to support struggling readers, additional newcomer support instructional assistants, and additional hours for the Family Engagement Facilitators. All of these individuals will provide direct services to students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:23
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:15

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,263,819.00				$6,263,819.00	$5,053,069.00	$1,210,750.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Goal 1.1 Improve Instruction through Professional Development & Professional Learning Communities	English Learners Foster Youth Low Income	$670,877.00				$670,877.00
1	1.2	Goal 1.2 Improve Curriculum and Assessment Support	English Learners Foster Youth Low Income	$343,564.00				$343,564.00
1	1.3	Goal 1.3 Improve Overall Student Academic Support	English Learners Foster Youth Low Income	$1,738,151.00				$1,738,151.00
1	1.4	Goal 1.4 Improve English Learners Support	English Learners Foster Youth Low Income	$18,000.00				$18,000.00
1	1.5	Goal 1.5 Improve Student Academic Support	English Learners Foster Youth Low Income					
1	1.6	Goal 1.6 Recruit and retain highly qualified staff	English Learners Foster Youth Low Income	$42,250.00				$42,250.00
2	2.1	Goal 2.1 Improve Family Engagement	English Learners Foster Youth Low Income	$279,358.00				$279,358.00
2	2.2	Goal 2.2 Improve Student Engagement	English Learners Foster Youth Low Income	$219,525.00				$219,525.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.3	Goal 2.3 Improve Social Emotional Support	English Learners Foster Youth Low Income	$1,161,071.00				$1,161,071.00
2	2.4	Goal 2.4 Improve Learning Environments	English Learners Foster Youth Low Income	$963,023.00				$963,023.00
2	2.5	Goal 2.5 Increase School Attendance Through Home to School Transportation	English Learners Foster Youth Low Income	$828,000.00				$828,000.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$14,513,639	$6,142,253	42.32%	0.84%	43.16%	$6,263,819.00	0.00%	43.16 %	**Total:**	$6,263,819.00
								LEA-wide Total:	$6,263,819.00
								Limited Total:	$828,000.00
								Schoolwide Total:	$828,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Goal 1.1 Improve Instruction through Professional Development & Professional Learning Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$670,877.00	
1	**1.2**	Goal 1.2 Improve Curriculum and Assessment Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$343,564.00	
1	**1.3**	Goal 1.3 Improve Overall Student Academic Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,738,151.00	
1	**1.4**	Goal 1.4 Improve English Learners Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,000.00	
1	**1.5**	Goal 1.5 Improve Student Academic Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	**1.6**	Goal 1.6 Recruit and retain highly qualified staff	Yes	LEA-wide	English Learners Foster Youth	All Schools	$42,250.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	**2.1**	Goal 2.1 Improve Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$279,358.00	
2	**2.2**	Goal 2.2 Improve Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$219,525.00	
2	**2.3**	Goal 2.3 Improve Social Emotional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,161,071.00	
2	**2.4**	Goal 2.4 Improve Learning Environments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$963,023.00	
2	**2.5**	Goal 2.5 Increase School Attendance Through Home to School Transportation	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$828,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,655,901.00	$5,544,527.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Goal 1.1 Improve Instruction through Professional Development & Professional Learning Communities	Yes	$606,361.00	$660,098.00
1	**1.2**	Goal 1.2 Improve Curriculum and Assessment Support	Yes	$294,571.00	$332,363.00
1	**1.3**	Goal 1.3 Improve Overall Student Academic Support	Yes	$1,237,477.00	$1,533,704.00
1	**1.4**	Goal 1.4 Improve English Learners Support	Yes	$25,000.00	$17,770.00
1	**1.5**	Goal 1.5 Improve Student Academic Support	Yes		
1	**1.6**	Goal 1.6 Recruit and retain highly qualified staff	Yes	$59,000.00	$41,275.00
2	**2.1**	Goal 2.1 Improve Family Engagement	Yes	$926,412.00	$522,210.00
2	**2.2**	Goal 2.2 Improve Student Engagement	Yes	$274,287.00	$197,490.00
2	**2.3**	Goal 2.3 Improve Social Emotional Support	Yes	$649,752.00	$646,463.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.4**	Goal 2.4 Improve Learning Environments	Yes	$934,912.00	$945,025
2	**2.5**	Goal 2.5 Increase School Attendance Through Home to School Transportation	Yes	$648,129.00	$648,129.00

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$5,655,901	$5,655,901.00	$5,544,527.00	$111,374.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Goal 1.1 Improve Instruction through Professional Development & Professional Learning Communities	Yes	$606,361.00	$660,098		
1	1.2	Goal 1.2 Improve Curriculum and Assessment Support	Yes	$294,571.00	$332,363		
1	1.3	Goal 1.3 Improve Overall Student Academic Support	Yes	$1,237,477.00	$1,533,704		
1	1.4	Goal 1.4 Improve English Learners Support	Yes	$25,000.00	$17,770		
1	1.5	Goal 1.5 Improve Student Academic Support	Yes				
1	1.6	Goal 1.6 Recruit and retain highly qualified staff	Yes	$59,000.00	$41,275		
2	2.1	Goal 2.1 Improve Family Engagement	Yes	$926,412.00	$522,210		
2	2.2	Goal 2.2 Improve Student Engagement	Yes	$274,287.00	$197,490		
2	2.3	Goal 2.3 Improve Social Emotional Support	Yes	$649,752.00	$646,463		
2	2.4	Goal 2.4 Improve Learning Environments	Yes	$934,912.00	$945,025		
2	2.5	Goal 2.5	Yes	$648,129.00	$648,129		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		Increase School Attendance Through Home to School Transportation					

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$13,198,426	$5,655,901	0	42.85%	$5,544,527.00	0.00%	42.01%	$111,374.00	0.84%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year*:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

Bellevue Union School District

Agenda Item for Board Meeting of June 27, 2023

Agenda Category: Action Item

Agenda Item Title: Local Performance Indicator Report

Prepared By: Aracely Romo-Flores, Curriculum/English Learner Director

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Background:
The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator (see supporting document).

Recommended Action:
Approval

Supporting Documents:
BUSD Local Indicators Self-Reflection Tool/Information

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Bellevue Union School District	Michael Kellison Superintendent	mkellison@busd.org 707 542-5197

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	9	13%
Total Teacher Misassignments	9	13%
Vacant Teacher Positions	0	0%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

The District utilizes the Option 2 Reflection Tool and reports the results to the Board of Trustees.

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics	1				
Next Generation Science Standards		2			
History-Social Science	1				

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards	1				
History-Social Science					5

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics	1				
Next Generation Science Standards	1				
History-Social Science	1				

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education					
Health Education Content Standards			3		
Physical Education Model Content Standards					5
Visual and Performing Arts			3		
World Language					

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole			3		
Identifying the professional learning needs of individual teachers			3		
Providing support for teachers on the standards they have not yet mastered		2			

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.		2			
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

BUSD strives to build positive relationships between school staff and families. The staff works to foster caring relationships with their students and families through their daily interactions and teaching. Sites offer extracurricular and family engagement events to build a sense of school community and belonging. In addition, these events help to create and develop a strong sense of school pride and connectedness. Staff regularly contact parents to engage in two-way communication to ensure there is a supportive learning environment and robust partnership to best support students.

Results from the Youth Truth survey indicated that our families responded favorably to building relationships between school staff and families. The District will continue to focus upon this positive response and work to strengthen the degree to which families experience respect, care, service, and approachability at the school sites.

The use of the Family Engagement Facilitators at all of the sites helps to strengthen the school to home relationships as these individuals communicate directly with our Spanish speaking community to help increase the partnerships between school and families.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

To improve building relationships between school staff and families, the District will engage in professional development that builds teacher capacity to establish connections with their students and families. Staff will attend training sessions that foster creating positive learning environments and inclusive school cultures. The staff will experience training that details how to administer appropriate academic support and intervention, and how to respect

and honor the diversity of our student body and community. Staff will continue to work diligently to ensure all campuses are inviting and welcoming. The District has purchased a social-emotional learning curriculum, and staff will implement this curriculum throughout the school year focusing upon important character traits and attributes. This curriculum will help staff teach essential skills that emphasize respect, kindness, and compassion. In addition, the curriculum will help students deal with conflict management, responsibility, and accountability.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

As a result of educational partner input and local data, the District hired four Family Engagement Facilitators to help support communication between the staff and our Spanish speaking families. The Family Engagement Facilitators will help improve engagement of underrepresented families by developing personal connections and increasing the opportunity for authentic communication. The Family Engagement Facilitators will personally contact our underrepresented families and invite them to important meetings and events while encouraging unrepresented families to partner with the sites to best meet the individual needs of their children. All sites, including the District Office, have bilingual staff to assist students and families.

In order to support underrepresented families in building relationships with staff, the District will continue to provide opportunities for community building, recognition of achievements, and celebrations of success. The District will also continue to seek feedback and input from its educational partners through town hall meetings, surveys, school connected organizations, and site meetings with principals.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.			3		
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.			3		
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

BUSD's strengths related to building partnerships for student outcomes include a number of actions to support students through their academic careers. Parent/Teacher conferences are held in grades TK-6 to discuss student academic progress and social development with parents and guardians. Sites utilize the Student Success Team (SST) model to meet with families if their child is struggling academically or socially, and parents are informed when it is determined that their child is classified as an English Language Learner, classified as a Long Term English Language Learner, and consulted when their child is reclassified for obtaining English proficiency. All school sites have opportunities for counseling services should students need additional social/emotional support. Students with disabilities are supported through the IEP (Individualized Education Program) process, and site and family teams work collaboratively to provide each child with his/her additional services to ensure academic and social progress. A behaviorist was hired to help staff support students with challenging behaviors in the classroom. The behaviorist works to ensure students miss less instructional time and feel connected to the learning environment. The behaviorist supports staff with reinforcing desired and appropriate comportment in the classroom and supports students in self-regulation.

In addition to partnering with families, the District partners with a number of community organizations, including the North Bay Children's Center, the Redwood Empire Food Bank, the Sonoma County Public Library, and the Napa County Office of Education COOL School program, to ensure the academic, social-emotional, and health needs of all students are met. Through relationships with these organizations and others, students are served and their needs are addressed. These community partnerships allow the District to provide wrap-around services for students that include academic support, mental health counseling, medical services, and parent training/information sessions.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

In order to improve building partnerships for student outcomes, the District is expanding its ability to provide training for staff and the Family Engagement Facilitators to help parents understand the academic trajectory of student success. The District will utilize opportunities at parent meetings to discuss the significance of attendance, behavior, and academics, with an emphasis on having students' perform at their personal best. Parent/Teacher, School Site Council (SSC), English Language Advisory Committee (ELAC), and District English Language Advisory Committee (DELAC) meetings will outline the importance of progression in English to ensure English learners are reclassified prior to leaving the district if they have attended Bellevue schools for at least 5 continuous years, and discuss the significance of maintaining grade level standing. Parents will also be informed of potential academic and career pathways for students as they progress through the upper grade levels and develop an understanding of the A-G and Career and Technical Education (CTE) requirements that lead to enrollment in four year universities and the workforce.

Staff will continue the data review process to monitor student academic progress. Through the use of Professional Learning Communities and data review teams, staff will analyze student achievement and adapt their teaching instructional methods through differentiated instruction to best support learning.

Survey data has indicated that there is a greater need for academic rigor, and to that end, the District has developed a robust professional development training program that will focus on phonics and foundational skills, the mechanics of writing, a comprehensive understanding of reading and text complexity, and language development. Staff will receive support to implement the strategies and information that they gathered at the training through coaching and release time. Through the use of Grade Level Achievement Teams, the District is creating a Guaranteed and Viable Curriculum (GVC) that details curricular scope and sequence, establishes common learning targets and assessments, and utilizes the data gathered through these assessments to improve instruction to better support the students.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

The District will improve engagement of underrepresented families to build partnerships for student outcomes by continuing to send home communication in both English and Spanish, continuing to develop and expand partnerships with community organizations including Santa Rosa Junior College and Sonoma County Adult Education to offer courses on campuses to support adult learning, and commit to providing professional development and training to staff to improve academic and social-emotional interventions to enable students to remain in good academic standing.

The District will also utilize the Family Engagement Facilitators and parent meetings to help with creating a more thorough understanding on the part of parents regarding the reclassification of English learners, the challenges Long Term English Learners (LTEL) and students considered at-risk of becoming a Long Term English Learner will face as they progress through the grade levels, and how students can become eligible for four year universities and entry into the workforce. The District will also partner with PIQE (Parent Institute for Quality Education) to help underrepresented families gain an understanding of the schooling system and how to partner with schools to ensure their students achieve their academic and personal goals.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

The District considers gathering feedback and input from our educational partners for decision-making one of its major priorities. BUSD utilizes a robust communication system, office staff, and site and district newsletters to provide timely invitations to meetings that gather educational partner input and allow for opportunities for data reviews and discussions. Through both District and school site committees, educational partners are encouraged to

share their thoughts and concerns regarding how to improve the educational experience of the students. Numerous surveys are sent throughout the school year to help determine satisfaction or concern with the schooling system.

Information is shared through board meetings, committee meetings, school and district newsletters, websites, town hall meetings, coffee chats with the principals, weekly updates, marquis, and staff emails and phone calls.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Data from the Youth Truth survey indicated that families reported "Communication & Feedback" as the greatest area of strength for the District.

While this is a significant area of strength, the District will continue striving to improve seeking input for decision-making. The District will continue to increase outreach for individuals to serve on committees and participate in key decisions. BUSD will continue to make a concerted effort to increase attendance at all district and site meetings through communication regarding these meetings and events and sending personal reminders to our families.

The District will empower parents by increasing their awareness of the impact they possess in terms of providing input for decision-making. The District will explain the connections between educational partner input and the potential for change and improvement for student outcomes when inviting participants to attend the meetings. Through the initial Title I meetings with families, site principals will discuss the specific regulations and responsibilities the schools and parents will follow to ensure partnership and collaboration with families to improve seeking input for Decision-Making.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Although well attended by underrepresented families, the District will continue to increase its efforts to connect with underrepresented families and extend invitations to participate in meetings and sessions in which stakeholder input and feedback is gathered. The Family Engagement Facilitators will personally provide invitations to underrepresented families and expand outreach efforts. Through conversations that stress the importance of their feedback, the Family Engagement Facilitators will encourage underrepresented parents to participate in the meetings. Translation services will be provided at the input gathering meetings to ensure parents of English language learners have the opportunity to share their input and feel comfortable in the meeting environment.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

BUSD utilized the Youth Truth Survey to gather input from students in grades 3 through 6, staff across the district, and parents whose children are enrolled in the district. The key learnings that surfaced through the results included enhancing engagement opportunities for students, strengthening relationships between students and staff, bolstering social emotional wellness, and providing increased opportunity for rigor along with greater academic challenge.

The strengths of the district included welcoming school campuses, strong 2-way communication, and parents feeling at ease seeking support from teachers and administrators. The challenges that arose included: an inability for parents to easily volunteer in the classroom because of board policies that require fingerprinting for volunteerism; a desire for more rigorous curriculum in all subject areas; inadequate parental computer and technology skills to support learning at home; language barriers; and a limited time on the part of school staff to address all areas of concern that were mentioned.

BUSD conducted an analysis of the survey results and determined a course of action highlighted in the LCAP to ameliorate many of the concerns, challenges, and barriers. The survey results from the 2022-2023 school year were very similar to the results gathered in 2021-2022 so the district is continuing with the current LCAP goals and actions. The District reviewed board policy to determine how to make volunteering more accessible to parents and sites will now manage and recruit volunteers rather than sending families to the district office to engage in the process. The District will continue to expand opportunities for adult education through partnership with Santa Rosa Junior College; increase student offerings through Visual and Performing Arts and extracurriculars; continue to train staff, and implement the Character Strong social emotional learning curriculum; provide additional staff trainings to increase rigor in the curriculum through a deeper understanding of the standards, and continue with the employment of Family Engagement Facilitators at all of the school sites to ensure families have additional communication support.

The positive impact the Family Engagement Facilitators have had at all of the sites and the appreciative feedback from families have spurred the district into hiring a district-level Family Engagement Facilitator to continue to support school climate and student engagement.

The District will continue implementing these actions and will monitor the progress and effectiveness of these actions through both qualitative and quantitative data analysis throughout the school year.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

The Bellevue Union School District tracks the extent to which all students have access to, and are enrolled in, a broad course of study through the school schedules and course offerings. Administration reviews student schedules to ensure that unduplicated students who require additional support and opportunity are served, and administration reviews the schedules of students with special needs to determine if their IEP services are met and students are progressing academically. Administrators are mindful of the support groups that are established and work to ensure that students are not missing important direct instruction when receiving additional support from service providers or additional staff.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

All students in the Bellevue Union School District have access to, and are enrolled in, a broad course of study. At Kawana Springs Elementary, the students are enrolled in a dual immersion Spanish program. Students in grades K-

3 access the core content in Spanish with the exception of English Language Arts in grade 3, and transition to all core content in English in the 4th grade.

Students within the school district boundaries may attend their neighborhood school or choose another site within the district. Parent choice is of the utmost importance in the District.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

There are no barriers to accessing a broad course of study. All students have access to a broad course of study and staff is mindful of the additional services and resources needed for students with special needs. Staff works diligently to ensure English language learners experience a rigorous curriculum to support them in academic achievement and English proficiency.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

There will not be any revisions or decisions to ensure access to a broad course of study for all students. The Bellevue Union School District will continue to offer the recommended California core curriculum, and the district will continue to bolster its multi-tiered system of supports and interventions to ensure students are at grade level. The District will also focus upon increasing rigor for all students and intervening for students who are considered at-risk of becoming a long term English language learner and for long term English language learners. These interventions will be systematically implemented at all of the school sites.

The District will expand its visual and performing arts offerings. With the passage of Proposition 28, the District is increasing its music offerings to all students in the district. Students will be exposed to different musical experiences depending on their grade levels including instrumental and choral music and digital music song writing.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					

Coordinating Instruction	1	2	3	4	5
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

Bellevue Union School District

Agenda Item for Board Meeting of June 27, 2023

Agenda Category:	Action Item
Agenda Item Title:	Consider Approval of the 2023 LCAP Federal Addendum
Prepared By:	Aracely Romo-Flores, Curriculum/English Learner Director

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Background:

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the Every Student Succeeds Act (ESSA).

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Recommended Action:

The Bellevue Union School District recommends the approval of the LCAP Federal Addendum

Supporting Documents:

2023 LCAP Federal Addendum

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

School Year

Date of Board Approval

LEA Name

Bellevue Union School District

CDS Code:

70615

Link to the LCAP:
(optional)

www.busd.org

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A
Supporting Effective Instruction

TITLE III, PART A
Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A
Student Support and Academic Enrichment Grants

*(**note:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding**.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources**; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Federal funds are used to supplement and enhance the actions and services provided to the students enrolled at the Bellevue Union School District who qualify for the National School Lunch Program (are low income), are English Language Learners, and receive youth support services.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Federal funds are used for funding actions and services in the Local Control Accountability Plan (LCAP) related to the District's Goals. The Bellevue Union School District (BUSD) Local Control Accountability Plan (LCAP) is framed around 2 goals, having state-identified priorities within each one. Actions/services are detailed in the plan, with the allocated funds and measurable outcomes within each focus area. These goals are 1) Increase Student Success and Support Student Learning: Ensure quality learning for each and every student to reach their potential, and 2) Increase Connectedness, Involvement, and Positive School Environments: Ensure a positive and respectful school climate for students, staff and families, which includes positive school cultures, safe, secure accessible and efficient classroom facilities and grounds.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
(B) identifying students who may be at risk for academic failure;
(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The Bellevue Union School District uses CALPADS reporting to determine how many students qualify for free and reduced meals. Those counts are in turn used to describe our poverty criteria. All Bellevue Union School District schools are identified as School Wide Title I schools.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (https://www.cde.ca.gov/pd/ee/peat.asp) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
    a. Number of low-income students
    b. Number of minority students
2. Does the LEA have an educator equity gap –
    a. If yes, must create a plan which must include root cause analysis of the disparity
    b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here.

THIS ESSA PROVISION IS ADDRESSED BELOW:

BUSD's Educator Equity plan reflects the desire of our employees, families, and community to ensure we are staffed by people who understand, honor, and whom reflect the students and community they serve. In order to achieve this goal to attract, develop, support, and retain staff who are representative of student demographics, BUSD requires effective recruitment and professional development to support all staff members.

A summary analysis of teacher-student data demonstrates an educator equity gap in Bellevue Union School District. Bellevue Union School District employs 70 instructional staff across four schools (Bellevue, Kawana Springs, Meadow View and Taylor Mountain) and an Early Learning Center, serving 1,483 students in grade TK-6. Three of the sites offer a traditional learning program and one school, Kawana Springs, is a Dual Immersion school with an enrollment about 100 students fewer than the other three schools (286 compared to 386, 398, and 413). The school also has 15 staff compared to 18, 18, and 19 at the other sites.

The number of minority and low-income students at each site was entered onto a spreadsheet and compared to the number of ineffective, inexperienced, and/or out-of-field teachers. While minority students are distributed evenly across all four school sites at an average of 92% (, there is a disparity across the sites for low-income students: Kawana Springs at 70% and the other three sites at 83, 82 and 85% respectively.

Bellevue Union School District then conducted an Equity Gap Analysis by reviewing student data from DataQuest, CALPADS, and the California Statewide Assignment Accountability System (CalSAAS) report for 2021-2022, with teachers' credentials and assignments data derived from 2022-2023 permits, waivers and local assignment options identifying teachers authorized by a limited emergency permit (i.e. Provisional Internship Permit, Short Term Staff Permit, Variable Term Waivers, Substitute Permit, and Teacher Permit for Statutory Leave holders serving as teachers of record) as well as the and/or out-of-field teachers throughout the District.

The analysis indicated that the District has a significant disparity between Kawana Springs (13%) and Bellevue (6%), versus Meadow View and Taylor Mountain, with zero percent inexperienced teachers. Additionally, there is a disparity in the percentage of ineffective teachers amongst the four sites: Kawana (13%) Bellevue and Meadow View (11%) and Taylor Mountain (5%).

Data show that minority and low-income students are taught at higher rates of inexperienced and ineffective teachers at Kawana Springs than at other schools. Specifically, at Kawana, only four of fifteen (27%) of teachers are fully qualified by a BCLAD or BASP authorization to teach Dual Immersion, another 27% hold a preliminary BCLAD or BASP (3) or an emergency Bilingual Authorization Permit (1).

The assignment of inexperienced teachers to Special Education classrooms is also an issue that the District continues to face. While greater than 98% of teachers assigned to general education classrooms have a preliminary or clear credential in each of the last four school years, only 30% of Special Education teachers have held a preliminary or clear credential during the same time frame. However, 57% of staff who are not fully credentialed are enrolled in intern programs (4), as opposed to serving under a Short-Term Staff Permit or Provisional Internship Permit (3).

Bellevue also gathered anecdotal data including interviews with staff starting their career, career educators, and our retirees to determine factors that impacted their decision to teach, credentialing, and location. Prior to 2019, educator retention averaged 9.5 years with over 55% of staff employed six or more years. Between 2019-2021 retention was steady, mostly due to COVID, as staff did not want the uncertainty of unemployment or changing careers during the pandemic. In 2021-2022, about 15% of staff resigned from the district, and inexperienced and ineffective teachers have filled these vacancies.

There are several conditions and policies that may contribute to Bellevue's Educator Equity data that include: an educator shortage and poor reputation of education across the country, specifically in "hard to fill" positions such as Special Education and Bilingual Education, districts, including Bellevue, not providing salaries that keep up with the higher cost of living in Sonoma County versus other California cities and/or states, a collective bargaining agreement for staff that does not allow for total year-to year credit on the Salary Schedule for outside teaching experience, a fear of the area being at high risk for additional fires and insurance companies refusing to insure new homes, and continued loss of viable candidates due to COVID interrupting or stopping credential program participation, and anecdotally, a hypothesis about how the location of Bellevue and Kawana Springs on the East side of the District, split by Highway 10, and Meadow View and Taylor Mountain contributes to discrepancies in educator equity amongst the four schools is considered when postings for vacancies at Bellevue and Kawana remain open longer than the other two schools.

Bellevue has implemented multiple strategies to ensure that we significantly reduce and/or eliminate low income and minority students being taught at higher rates than other students by inexperienced, unqualified and/or out of field teachers. These strategies include: BUSD will conduct an Equity Gap Analysis on an annual basis and if continual inequities are found, the District will engage educational partners through surveys and meetings to identify strategies to

address gaps. District Human Resource staff will continue to engage in Assignment Monitoring and ESSA Compliance training to educate staff on alternative credential options and to provide guidance to teachers and administrators regarding renewal requirements that teachers must fulfill prior to the expiration of their document, and work with site staff to assign teachers only to areas where they are ASC (appropriately state certified). To grow recruitment HR will also collaborate with local colleges and universities to provide pre-student teaching and student teaching experiences, and following student teaching experiences have principals meet with the candidates to provide information on applying for substitute and contract positions with the district. BUSD will continue to collaborate with local colleges and universities for BUSD administrators to serve in “mock interviews” for teaching candidates, speak to credential program students about the interview process and to participate in Job Fairs specific to candidates earning a BLCAD or Education Specialist credential. Additionally, openings are advertised on Ed Join, Indeed, Handshake and Los Cien, a non-profit promoting pride and equity for Latinos in Sonoma County. Retention of teachers is promoted as federal loan forgiveness is advertised for teachers in schools Title 1 schools for 5 years.

The work of our principals is also crucial for the retention of new and novice teachers in BUSD. The superintendent leads the work of principals to build their capacity to support teachers. The Superintendent facilitates monthly Educational Leadership meetings, weekly group principal meetings, and principal one-on-one meetings, all of which are used to look at data and address teacher capacity to meet the needs of low income and minority students. To promote the retention of teachers and develop their growth in the teaching profession, principals facilitate observation opportunities of effective/experienced teachers to new teachers and provide weekly small group and whole staff professional development and training specific to supporting Second Language Learners and students with special needs. The department of Curriculum and English Learners promotes retention with an induction program in partnership with Sonoma County Office of Education North Coast School of Education, where experienced teachers serve as mentors for newly hired teachers and those in long term substitute positions and teachers serving under a Provisional Internship Permit or Short-Term Staff Permit. The department has also launched a series of targeted professional development for new teachers where they meet to discuss their progress, ask questions and engage in problem solving in a safe space and can receive more individual and small group support. HR and principals also collaborate with union representatives to gather input, feedback, and suggestions on recruitment and retention strategies.

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers** **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**

Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • **Short-Term Waivers** • **Emergency English Learner or Bilingual Authorization Permits** **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

BUSD will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the schools, including identifying the following: barriers to greater participation by parents, the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers, strategies to support successful school and family interactions. The findings of the evaluation will be used to design evidence-based strategies for more effective parental involvement, and to revise the parent and family engagement policy as needed. Efforts will be made to involve parents in school activities in order to have diverse perspectives and to help develop, revise, and review the parent and family engagement policy. All parents, including those of English learners and students with disabilities were encouraged to participate and Spanish translation was provided to address any language barriers.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))

3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Bellevue Union School District works to provide a healthy and positive school culture with a supportive learning environment and opportunities that help them learn and thrive. Our schools employ Family Engagement Facilitators (FEFs) to oversee aspects of our parent and family engagement. The district has also established site level parent involvement committees including the District English Language Advisory Committee (DELAC), English Language Advisory Committees at all sites, and Site Councils. These committees meet regularly to discuss data and best practices to engage all families in the school and district, including those of students with disabilities and English learners. Translation services are provided to address language barriers. Sites have provided numerous opportunities for families to participate in school-connected activities including Family Literacy Nights, Family Fun Events, and extracurricular activities.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Bellevue Union School District gives priority to our Foster Youth in intervention and enrichment opportunities beyond the school day such as our COOL School program and summer school attendance.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Bellevue Union School District's LCAP goals are aligned to the overall needs and expectations of the district and existing plans. Due to a high proportion of our students qualifying as unduplicated Foster Youth, EL and low income students, all of the goals listed in the LCAP are intended to serve all BUSD students with the goal of principally serving unduplicated students.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District's Director of Student Services, serves as our Homeless Child Liaison. She ensures these students are supported and connects them with outside resources as required. Transportation is provided to ensure positive student attendance and access to their previous school if possible.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Bellevue Union School District (BUSD) partners with the North Bay Children's Center to provide instruction to our youngest students in a preschool setting on some of our school sites. Students with disabilities who need more support participate in a rich learning program at the BUSD Early Learning Center. BUSD also offers a Transitional Kindergarten for 4 year olds, including English learners, foster youth, and those with disabilities.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and
(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Bellevue Union School District is an elementary school district that serves Transitional kindergarten through sixth grade students.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and
(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Bellevue Union School District (BUSD) uses Star Reading and Math assessments, CAASPP assessments and local assessments to determine which students need more challenging work. BUSD has utilized a variety of learning platforms to support academic achievement and develop digital literacy skills. Platforms include Freckle, STAR, Lalilo, Reflex Math, Imagine Espanol, and iXL to differentiate for gifted and talented students. The District has partnered with the Sonoma County Public Library to provide additional support and resources to the students and their families. All students are encouraged to access materials, books, and free tutorial resources with their library card that is issued in the beginning of the school year.

The Education Services team works collaboratively with the Instructional Technology team to provide appropriate resources to promote digital literacy and digital citizenship through grade-level lessons available through Common Sense Media. Staff help students understand their digital footprint and how to engage with digital media in a safe and responsible manner.

Every student in the district has access to a 1:1 device to practice their digital literacy skills.

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. The District does not get funding under Title I, Part D.

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the
(A) LEA; and
(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children

and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement
ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination
ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness
ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements
ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

The Bellevue Union School District offers professional growth and improvement opportunities. New teachers receive support through two compensatory days along with a New Teacher Induction Program. Throughout the school year, staff participate in grade level collaboration to build coherence throughout the district. Staff reviews priority standards, refines learning targets, and works toward creating common assessments and common curriculum maps to ensure a guaranteed and viable curriculum. School leaders partner with the Education Services team to build leadership capacity through various professional development conferences and trainings.

Teacher leadership is encouraged and the District strives to promote teachers into leadership roles including Teachers on Special Assignment and leads for specific committees and functions.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Bellevue Union School District prioritizes sites identified for targeted support through Differentiated Assistance. All BUSD schools will address the areas identified for Targeted Assistance through a plan that specifies professional development for staff and administrators to build capacity for improved instruction. Instructional strategies that focus upon the identified areas of need, mathematics, English Language Arts as well as an action plan to address Chronic Absenteeism will be established and monitored.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
    a. Teachers
    b. Principals and other school leaders
    c. Paraprofessionals (including organizations representing such individuals)
    d. Specialized instructional support personnel
    e. Charter school leaders (in a local educational agency that has charter schools)
    f. Parents
    g. Community partners
    h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

The Bellevue Union School District embraces a Continuous Improvement Science approach to allow sites to collect and analyze data to make informed decisions about programs within the school. Teams analyze data to determine strengths, find root causes, and implement improvement strategies to address goals based on the collected data.

TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

To support English Language Development, the Bellevue Union School District provides ongoing professional development in the area of language acquisition. The five district Teachers on Special Assignment (TOSAs) have been trained in Guided Language Acquisition Design (GLAD) strategies and all teachers and administrators have been introduced to these strategies. BUSD is committed to having all teachers be GLAD certified instructors by providing ongoing professional development. In addition, BUSD has partnered with the Sonoma County Office of Education Multilingual Services Department. The district attends trainings and is part of the Multilingual Collaborative that meets quarterly to learn best practices and collaborate with educators serving English Language Learners and Migrant Youth throughout the county.

At least once a year, the EL Team will review its plans to revise, update entry and exit procedures, and collaborate to discuss important issues.

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Bellevue Union School District embraces all students regardless of citizenship and national origin, and that includes our immigrant children and youth. BUSD will provide enhanced instructional opportunities for our immigrant children and youth by hiring trained bilingual aides, providing an after-school program, professional development for staff, and supporting teachers who have been trained or are being trained to provide services for our immigrant population. In addition, the District has establish a Newcomer Program that supports immigrant children acclimating to their respective schools and new community. The Newcomer Program helps immigrant students navigate the challenges of learning a new educational system and culture.

Title III Programs and Activities
ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
    - are focused on English learners and consistent with the purposes of Title III;
    - enhance the core program; and
    - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Bellevue Union School District is committed to developing students' academic English language proficiency; students' reclassification to Fluent English proficiency; as well as all stakeholders' appreciation of the cultural and linguistic diversity English learners bring to the community. The goal of the District is to develop student's oral and academic language skills in English, enabling students to attain grade level proficiency. The District is committed to reclassifying all English learners by or before their matriculation to the middle schools.

English Proficiency and Academic Achievement
ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
(B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Teachers and Administrators monitor EL students throughout the school year to ensure that they are developing academic, linguistic, and social skills and knowledge to their fullest potential. District teachers and support staff will monitor students throughout the year using data (e.g. ELPAC, CAASPP, Star Reading, Star Math) to identify instructional and curricular areas needing more attention. The District has adopted state-approved materials that are aligned to ELA /ELD Standards. All EL pupils will receive English Language Development in Reading, Writing, Listening, and Speaking. The district has invested in the Ellevation Student Information platform to assist with the monitoring of English learner progress.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than $30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
   a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Bellevue Union School District will be utilizing funds to promote a well-rounded education. The district will engage in activities that promote extended activities both during and after school that encourage student and parent participation. These events include family events, school assemblies, field trips, and other enrichment opportunities. With the understanding that partnering with students and parents enhances the educational experience, sites will address the specific needs and desires of their educational partners.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least $30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Bellevue Union School District was identified for Additional Targeted Intervention and Support under the Chronic Absenteeism indicator.

What activities will be included within the support for a well-rounded education?

The district will implement engaging and rigorous curriculum to increase student belonging and engagement. All sites will offer family engagement activities to build a sense of community amongst students, staff, and families. These activities will include monthly parent coffee events to discuss the importance of attendance and student engagement. Family Engagement Facilitators will continue to reach out to families struggling with school attendance. Student achievements and positive attendance will be recognized through school wide assemblies. We will continue with the implementation of Safe School Ambassadors to create a welcoming campus and increase student connectedness.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

The district will monitor effectiveness through school attendance, student and parent participation rates at school connected functions and improvement in benchmark scores.

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for safety and health of students?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp.

Date of LEA's last conducted needs assessment:

February 28, 2023

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: https://www.cde.ca.gov/sp/st/

California Department of Education
February 2022

Bellevue Union School District

Agenda Item for Board Meeting of June 27, 2023

Agenda Category: Review and Action

Agenda Item Title: Consider Approval of FY 2023-24 Budget and Statement of Reserves for the Bellevue Union School District

Prepared By: Chris J. Kim, CBO

Background:

Per the requirements set forth in Ed. Code 42122, Article 2, the Bellevue Union School District's Fiscal Year 2023-24 Budget and Statement of Reserves was presented for public review and subsequently followed by an information presentation and public hearing on June 26, 2023. The information presented included insight into anticipated revenue, projected expenditures, and the District's estimated ending fund balance and reserve percentages for the subsequent two fiscal years.

Recommended Action:

Review and Approve as presented.

Supporting Documents:

The FY 2023-24 Budget for Adoption was presented as an information item during the Special Board Meeting on June 26, 2023.

Bellevue Union School District

Agenda Item for Board Meeting of June 27, 2023

Agenda Category: Review and Action

Agenda Item Title: Consider Approval of the FY 2023-24 LCFF Budget Overview for Parents

Prepared By: Chris J. Kim, CBO

Background:

Education Code Section 52064.1 requires each school district, county office of education (COE), and charter school to develop the Local Control Funding Formula (LCFF) Budget Overview for Parents in conjunction with the Local Control and Accountability Plan by July 1 of each year. As California's school funding law, the Local Control Funding Formula (LCFF) is a way for schools to focus on student success. The LCFF requires school districts to involve parents in planning and decision-making as well as in developing Local Control and Accountability Plans (LCAPs). The Budget Overview for Parents is intended to help stakeholders better understand funding decisions included in the LEA's budget.

Recommended Action:

Review and Approve as presented.

Supporting Documents:

The FY 2023-24 LCFF Budget Overview for Parents was presented as an information item during the Special Board Meeting on June 26, 2023.

Bellevue Union School District

Agenda Item for Board Meeting of June 27, 2023

Agenda Category: Action

Agenda Item Title: Approval of Tentative Agreement between Bellevue Union School District (BUSD) and the California School Employees Association Chapter 501 (CSEA) Resolving 2022-23 Negotiations

Prepared By: Stacy Spector, Director of Human Resources

Background:
Following negotiations for the 2022-2023 school year, CSEA and BUSD have reached an agreement as outlined in the Tentative Agreement (TA), effective November 1, 2022-October 31, 2025.

CSEA has ratified the TA with their membership.

Recommended Action:
It is recommended that the Board of Trustees approve the Tentative Agreement between Bellevue Union School District (BUSD) and the California School Employees Association Chapter 501 (CSEA) Resolving 2022-23 Negotiations

Supporting Documents:
Tentative Agreement between Bellevue Union School District (BUSD) and the California School Employees Association Chapter 501 (CSEA).

TENTATIVE AGREEMENT
BETWEEN
BELLEVUE UNION SCHOOL DISTRICT ("DISTRICT")
AND
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS BELLEVUE CHAPTER 501
("CSEA")

The District and CSEA agree to the attached proposed salary schedule to take effect on July 1, 2023. This salary schedule is subject to a future Me Too percentage increase pursuant to Section 14.1 of the Collective Bargaining Agreement for school year 2023-2024.

For the purposes of implementing the new salary schedule, the following process will be followed:

All unit members will be placed on the step that is equal to or greater than, in dollars and cents, their previous placement. They will then step one (1) step on the salary schedule effective July 1, 2023.

ARTICLE 1
RECOGNITION

1.1 All employees in the District not designated as Management, Confidential, Supervisor or Certificated shall be assigned to the Bargaining Unit. Any unresolved dispute between the District and CSEA shall be submitted to the Public Employment Relations Board for resolution.

Inclusions: The Board hereby recognizes the Association as the exclusive and sole bargaining agent for the unit of employees described below:

CURRENTLY FUNDED/STAFFED POSITIONS

Business-Clerical-Fiscal		
Position Title	**Range**	**Calendar**
District Account Technician/Receptionist	**20**	**12**
School Office Assistant	**14**	**11**
School Office Manager	**20**	**11**
Special Education Administrative Assistant	**20**	**12**

Custodial-Grounds-Maintenance		
Position Title	**Range**	**Calendar**
Day Custodian "Plant Operations Lead"	19	12
Maintenance Technician	18	12
Groundskeeper	17	12
Night Custodian	17	12

Food Service		
Position Title	**Range**	**Calendar**
Dishwasher	5	10
Kitchen Operator	8	10
School Cook	19	11

Instruction-Student Support		
Position Title	**Range**	**Calendar**
Bilingual Instructional Assistant	6	10
Bilingual Literacy Specialist Paraprofessional	21	10
Family Engagement Facilitator	19	11
Full Inclusion ~~Aide~~ ~~Instructional~~ Assistant	13	10
Health Care Assistant	14	10
Instructional Assistant	5	10
Literacy Specialist Paraprofessional	20	10

Nurse Assistant	**14**	**11**
Special Education ~~Aide~~ Assistant	**7**	**10**
Student Supervisor	**5**	**10**

CURRENTLY FUNDED/RECOMMENDED FOR POSITION RECLASSIFICATION:

Instructional Assistant
Special Education Assistant

PREVIOUSLY FUNDED/CURRENTLY UNFILLED POSITIONS:

Account Technician
Bilingual/ESL Specialist
Child Care Assistant
Computer Lab Operator
English Learner Service Technician
ESL Instructional Assistant
Food Service Cashier
Head Child Care Center Operator
Health and Wellness Coordinator
Health Assistant I
Health Assistant II
Instructional Associate of Reading
Learning Center Resource Technician
Library Media Technician
Site Technology Technician

~~Account Technician~~
~~Bilingual Instructional Assistant~~
~~Bilingual Literacy Paraprofessional~~
~~Bilingual/ESL Specialist~~
~~Child Care Assistant~~
~~Computer Lab Operator~~
~~Day Custodian~~
~~District Account Technician/Receptionist~~
~~English Learner Service Technician~~
~~ESL Instructional Assistant~~
~~Food Service Cashier~~
~~Full Inclusion Instructional Assistant~~
~~Head Child Care Center Operator~~
~~Health and Wellness Coordinator~~
~~Health Assistant I~~
~~Health Assistant II~~
~~Instructional Assistant~~
~~Instructional Associate of Reading~~
~~Kitchen Operator~~

~~Library Media Technician~~
~~Literacy Paraprofessional~~
~~Maintenance/Ground Worker~~
~~Night Custodian~~
~~Parent Liaison~~
~~School Cafeteria Dishwasher~~
~~School Cook~~
~~School Nurse Assistant~~
~~School Office Assistant~~
~~School Office Manager~~
~~Site Technology Technician~~
~~Special Education Administrative Assistant~~
~~Special Education Assistant~~
~~Student Supervisor~~

Newly created positions, except those that are designated Certificated, Management, Confidential, or Supervisory, shall be assigned to the bargaining unit. The determination of Management, Confidential, or Supervisory employees shall be made by the District. Disputed cases shall be submitted to the Public Employment Relations Board (PERB) for resolution. The bargaining unit may be expanded to other classes by mutual agreement of the District and ~~CESA~~ **CSEA**, subject to the rule of PERB.

1.2 Exclusivity: The Board agrees not to meet and negotiate with any classified employees association other than the Association for the duration of this Agreement; further, the Board agrees not to negotiate with any classified employee individually during the term of the Agreement on matters subject to meeting and negotiating.

1.3 Representation Limitation: The Association agrees that neither it, nor its members or agents, will attempt to represent in any negotiations or grievances, the interest of anyone other than members of the unit, and that the interests of pupils, parents, the public, the Board, and other employees will be the sole concern of the board and/or these respective parties.

1.4 Pupil Interests: The Association recognizes the Board as the duly constituted representative of the education interests of the pupil, and agrees to refrain from any act which may subject the educational interests of the pupil to conflict with personal, private, professional or collective interests of any Association member, members, agent or agents.

ARTICLE 3
ORGANIZATIONAL SECURITY **AND RIGHTS**

3.1 CSEA shall have the sole and exclusive right to have membership dues deducted for employees in the bargaining unit by the District. The District shall, upon appropriate written authorization from CSEA deduct such dues and make appropriate remittance to

the Association within a reasonable time thereafter.

The District shall upon appropriate written authorization deduct insurance premiums, credit union payment, saving bonds, charitable donation, or other plans or programs jointly approved by CSEA and the District. The District shall pay to the designated payee within fifteen (15) days of the deduction all sums so deducted.

3.2 Dues Deduction:

3.2.1 The District shall deduct in accordance with the CSEA dues schedule, dues from the wages of all employees who are members of CSEA on the date of the execution of this Agreement. CSEA will determine who are members in good standing. The District shall refer all employee requests to revoke membership to the CSEA Labor Relations Representative and shall obtain his/her approval on behalf of the union before processing any revocation request.

3.2.2 The District shall deduct dues in accordance with the dues schedule from the wages of all employees who, after the date of execution of this Agreement, become members of CSEA.

3.2.3 It is agreed that the CSEA President is a specified CSEA Job Representative.

3.3 AB119:

The District shall provide the CSEA Chapter President and Labor Relations Representative notice of any newly hired employee, within ten (10) days of date of hire, via electronic mail. The notice shall include full legal name, date of hire, classification and site. The District shall include the CSEA membership application and packet in the new employee orientation packet.

~~The District shall provide CSEA mandatory access to its new employee orientations. CSEA shall receive not less than ten (10) days' notice in advance of an orientation, except that a shorter notice may be provided in a specific instance where there is an urgent or critical need.~~

The parties shall conduct monthly New Employee Orientation sessions. The District shall direct all classified bargaining unit members hired since the most recent orientation session to attend. The session shall not exceed sixty (60) minutes, with up to thirty (30) minutes for the District's representative and up to thirty (30) minutes for CSEA's representative. The orientation session shall take place during employment hours at a time and location mutually agreed upon by the parties. During this meeting, CSEA shall be permitted to communicate directly with newly hired employees in the bargaining unit with no non-unit member(s) present. Newly hired employees and CSEA representative shall be relieved of their work duties in order to attend the meeting. Should the District have no new classified bargaining unit hires in any given month, no orientation session need be held. The CSEA Chapter President or Designee shall receive paid release time to participate in New Employee Orientations.

Orientation sessions may include individual sessions, where a CSEA Chapter Officer meets with a newly hired employee at their worksite. Both CSEA Chapter Officer and newly hired employee will remain on paid time. This orientation shall not exceed more than one (1) hour.

On the last workday of each month, the District shall provide CSEA, via a mutually agreeable secure FTP site or service, the name and contact information on the new hires. This information shall be provided to CSEA regardless of whether the newly hired employee was previously employed by the District.

The District shall provide CSEA, via a mutually agreeable secure FTP site or service, all bargaining unit member names and contact information on the last working day of September, January and May in accordance with the AB119 agreement.

3.4 Indemnification:

CSEA shall reimburse and hold the District harmless from any and all claims, demands, and suits or any other action arising from the District's compliance with the provision of this Article.

3.5 Visits by CSEA Representatives: The District agrees that accredited representative of CSEA shall have access to the premises of the District during normal working hours to conduct CSEA business. The conduct of CSEA business shall not interfere with the instructional program of the school.

3.6 Use of Facilities: CSEA shall have the right to use school building, equipment, mail system, e- mail, fax, phone, and bulletin boards in accordance with EERA.

3.7 Seniority lists: The District agrees to furnish the Association with a seniority list. The list shall be provided within thirty (30) days of a written request from the CSEA President. This shall be done annually except in case of layoff when an additional list shall be supplied.

3.8 Distribution of Contract: Within thirty (30) days after the execution of this contract, the district shall provide a copy of this contract electronically to every employee in the bargaining unit, as well as post it online where all members have access to view the contract at all times.

3.9 Release Time: The Chapter President or their designee shall be granted five (5) days of release time per year for conducting official CSEA business and/or to attend the annual CSEA Conference.

ARTICLE 5
EMPLOYEE RIGHTS

5.1 Personnel Files: The personnel file of each employee shall be maintained at the District's Central Administration Office. The District shall keep a log indicating the persons who have examined a personnel file as well as the date such examinations were made. The log shall be maintained in the unit member's personnel file.

5.2 A CSEA representative may inspect a unit member's personnel file with the written authorization from the unit member.

5.2.1 Unit members shall have the right to prepare and insert a written response to any material contained in their file. Unit members shall have ten (10) days from **the** date of inspection to respond.

5.3 By October 1st of each year, a sick leave and vacation balance will be provided to each employee.

5.4 All members of the bargaining unit shall have the right to representation by CSEA in any meeting with management that the employee feels might lead to discipline.

5.5 Hire Date: **The date at which the unit member signs the contract for employment.** ~~If two or more employees are hired on the same date in the same class seniority shall be determined by lot and recorded accordingly at the time of employment.~~ **The hire date shall be on or before the first day of paid employment.**

5.6 Seniority Date: The seniority date for purposes of determining probationary to permanent status is defined as the first day of paid service in the classification. Seniority date for purposes of layoff is defined as the first day of paid service in the classification plus higher classes.

~~5.6~~ **5.7** Substitutes **and Backfill (Short-term coverage)**: The District will make every attempt to recruit and train substitutes for ~~the following positions: Library Technician, Office Manager, Cafeteria Cashier, Cafeteria Food Server, Full Inclusion Aide, and Day and Night Custodian.~~ **positions that are deemed critical to district operations.** When unit members in these positions are absent from the first day, substitutes will be provided if available. When current employees, who are cross-trained for these positions, are available, they shall be first used ~~as substitutes.~~ **to backfill the position. Compensation for bargaining unit members performing the duties of an absent classified employee shall be determined according to Article 14.6: Working Out of Class.**

~~ARTICLE 6~~
~~ORGANIZATIONAL RIGHTS~~

~~6.1 Visits by CSEA Representatives: The District agrees that accredited representative of CSEA shall have access to the premises of the District during normal working hours to conduct CSEA business. The conduct of CSEA business shall not interrupt or interfere with any part of the work or instructional program of the school. CSEA representatives covered in this provision shall not be employees of the District.~~

~~6.2 Use of Facilities: CSEA shall have the right to use school building, equipment, mail system, e- mail, fax, phone, and bulletin boards in accordance with established Board Policy.~~

~~6.3 Seniority lists: The District agrees to furnish the Association with a seniority list. The list shall be provided within thirty (30) days of a written request from the CSEA President. This shall be done annually except in case of layoff when an additional list shall be supplied.~~

~~The District agrees to furnish the Association the name and classification of all newly hired employees.~~

~~6.4 Distribution of Contract: Within thirty (30) days after the execution of this contract, the district shall provide a copy of this contract electronically to every employee in the bargaining unit, as well as post it online where all members have access to view the contract at all times.~~

~~6.5 Release Time: The Chapter President or their designee shall be granted five (5) days of release time per year for conducting official CSEA business and/or to attend the annual CSEA Conference.~~

ARTICLE 6
DISTRICT RIGHTS

A. The Board of Trustees on its own behalf, and on behalf of the electors of the district, hereby retains and reserves unto itself, without limitations, all powers, rights, authority, duties, and responsibilities conferred upon and vested in it by the laws and Constitution of the United States and the State of California, including but without limiting the generality of the foregoing, the rights:

1. To determine and administer policy

2. Subject to the provision of the law, to hire all employees, to determine their qualifications and the conditions of their continued employment, or their dismissal, demotion, or promotion.

3. To delegate to the Superintendent and other legally appointed officers, the operation of the schools, the executive management and administrative control of the school system, its properties and facilities.

B. The exercise of the foregoing power, rights, authority, duties, and responsibilities by the Board of Trustees, the adoption of policies, rules and regulations, and practice in furtherance thereof, and the use of judgment and discretion in connection therewith shall be limited only be the specific and expressed terms of this agreement.

C. Notwithstanding any other provision of this Article, the parties agree that the Article is not intended as a general or specific waiver of any right of the Association or unit members that may be derived from law of the provisions of this Agreement.

ARTICLE 8
HOURS OF WORK

8.1 Workday and Week

The District shall establish hours of work for employees based upon the need for maintenance of services. The normal work week for full-time employees will be forty (40) hours except as overtime is required to carry out the business of the District. The work week will be five (5) consecutive days, Monday through Friday.

8.2 Workday

The length of the workday shall be designated by the District for each classified assignment in accordance with the provisions set forth in this Agreement. ~~Each bargaining unit employee shall be assigned a fixed, regular, and ascertainable minimum number of hours, which shall be not less than five (5) consecutive days.~~ **Each bargaining unit employee shall be assigned a fixed and regular schedule that aligns with the FTE allocated for the position for which they are assigned.**

8.3 Overtime

Overtime shall be in accordance with the Educational Code: Section #45128. **Bargaining unit members shall have the right to refuse overtime without penalty.**

~~8.4 It is reaffirmed that a fixed number of hours will be assigned to employees and that they will be scheduled on not less than a five consecutive day basis.~~

~~8.5~~ **8.4 Lunch and Rest Periods**

All employees working more than five (5) hours shall be entitled to a minimum of one (1) uninterrupted thirty (30) minute lunch period during each work shift ~~shall be included in the work time~~. **This uninterrupted thirty (30) minute lunch period does not count toward the total number of hours worked by the unit member.** If determined by the District to be feasible, the lunch period shall be ~~schedule~~ **scheduled** at the middle of each shift. **Lunch breaks cannot be taken at the end of the shift and/or cannot be used to end the assigned shift thirty (30) minutes early.**

All employees of the bargaining unit shall be granted **a** rest period which, ~~insofar as practicable~~, **if determined by the District to be feasible,** shall be in the middle of each work period at the rate of ten (10) minutes per four (4) hours worked or major fraction thereof. **Rest periods cannot be taken consecutive to a lunch and/or cannot be used to end the assigned shift ten (10) minutes early.**

Rest period**s** are a part of the regular workday and shall be compensated at the regular rate of pay for the employee.

~~8.6~~ **8.5** Call Back Time **(for Part Time positions)**: Any employee called back to work after completion of his/her regular assignment shall be compensated for at least two (2) hours of work at the overtime rate, irrespective of the actual time worked.

Call back time is defined as an unscheduled request made by the employee's immediate supervisor or Superintendent's designee for a part-time employee to do unforeseen or emergency work after leaving the work location at the end of the employee's regular shift and before the beginning of the next regularly scheduled shift.

~~8.7~~ **8.6** Compensatory Time Off:

Compensatory time shall mean an accumulation of minutes earned by a unit member for performing duties or assignments requested by the District but beyond those required for compensation. Compensatory time is earned minute for minute unless otherwise noted and may be taken by a unit member as time off or as pay at the employee's current rate of pay. Compensatory time off for minutes worked over eight (8) hours in one day or forty (40) hours in one week shall be compensated at time-and-a-half (1.5 minutes for each minute worked).

~~8.7.1~~ **8.6.1** Employees who complete an extended hour assignment or overtime may request compensatory time off in lieu of ~~cash~~ **payment**. The District will determine whether compensatory time off or ~~cash~~ **payment** will be paid for **an extended hour assignment or** overtime.

~~8.7.2~~ **8.6.2** Compensatory time shall be taken at a time mutually acceptable to the employee in the bargaining unit and the District **when it is determined that the use of compensatory time will not unduly interrupt the daily operations of the District.** ~~within twelve (12) months of the date, the District shall pay the employee in cash for all such time at the appropriate overtime rate based on the employee's current rate of pay.~~ **Compensatory time must be taken in the year in which it is earned. Bargaining unit members will be able to carry forward 8.0 hours annually. The remaining balance will be paid at the employee's current rate of pay as of June 30 of the current fiscal year.**

~~8.8 Increase in Hours: When additional hours are assigned on a regular basis, the assignment shall be offered to the employee in the appropriate class with the greatest bargaining unit seniority. If the senior employee declines the assignment, it shall be offered to the remaining employees in the class in descending order of bargaining unit seniority until the assignment is made. If no employee is available or accepts the hours the hours shall be split and offered to the bargaining unit employees by descending order of seniority.~~

8.7 ~~Assignment for Extra~~ **Additional Time for Part-Time Employees:** ~~In assigning extra time to unit members working less than full time, seniority, qualifications, and availability will be considered. When available unit members are equally qualified, the superintendent will make a selection giving special consideration to seniority~~

When the District determines a need for short-term and/or sporadic additional

time for a project or specific task, the work shall be offered to all unit members. Should more than one unit member submit interest, the unit member/s with the greatest bargaining unit seniority will be granted the time and compensated at their current rate of pay.

8.8 **Excess Hours of Assignment:**
When the District determines a need for excess hours of assignment and assigns that work to any part-time employee working thirty minutes or more in excess of his/her regular assignment for twenty (20) consecutive working days ~~Any part-time employee working thirty (30) minutes or more in excess of his/her regular assignment for twenty (20) consecutive working days~~ or more **they** shall have **their** ~~his/her basic~~ **regular** assignment changed to reflect the longer hours.

8.9 **Summer School:**
When the District determines a need ~~When there is a need~~ for work to be performed during times when school is not ~~normally~~ **regularly** in session **(i.e. summer school)**, the work shall be offered to unit members on the basis of qualifications for employment in each classification of service which is required. If multiple unit members in a classification desire such work, then the unit member who has greatest seniority shall be offered the work. If no unit member within the classification in which the work is required accepts the offer, the work may be given to other qualified unit members outside the classification.

8.10 **"Golden Handshake": CSEA may request that the Board consider offering a "Golden Handshake" to eligible unit members. If granted, the** ~~On request, the~~ Board will open ~~a~~ **an application** window ~~period~~ for **a** "Golden Handshake" retirement **incentive.** ~~application~~. The minimum requirement**s** for Board consideration will be twenty years of district service, age 55 and retirement approval from the Public **Employee** Retirement System~~s~~ (PERS).

~~8.12.1~~ **8.11 Service Recognition Award**
Unit members who retire from the district and are at least sixty-two (62) years of age and have a minimum of twenty (20) years of district service will be eligible to receive a one-time payment as noted below:

Age	Cash Payment
62	$2000.00
63	$4000.00
64 or over	$6000.00

The one-time payment shall be made at the time of retirement.

ARTICLE 9
EVALUATION

9.1 Unit members shall be evaluated by an administrator designated by the Superintendent. The designated evaluator shall be the individual who signs the evaluation.

9.2 The purpose of the evaluation shall be to **evaluate the unit member's effectiveness in meeting and performing the requirements of the assigned position** ~~recognize outstanding work performed by the unit member~~ and/or to assist the unit member to improve job performance. Designated evaluators are encouraged to have frequent conferences with unit members who are experiencing difficulties so they may be given an opportunity to improve prior to a formalized evaluation. In addition, unit members whose performance needs improvement shall also be provided with written feedback as to what job related areas require improvement and the means to measure said improvement.

9.3 Probationary unit members shall be formally evaluated at least twice during the probationary period of six (6) months. **One evaluation shall take place before the completion of the fourth (4th) month of the probationary period.** ~~Probationary employees shall be formally evaluated during the 2nd and 4th months of service.~~ Informal evaluations will take place as necessary.

9.4 Permanent unit members shall be formally evaluated at least once each year. Evaluations shall be completed no later than May 1st of each year. Unit members who have three (3) consecutive ~~satisfactory~~ **"Meets or Exceeds District Standards" on their overall performance rating may** ~~evaluations shall~~ be evaluated every other year unless the immediate supervisor or the unit member opts for an annual evaluation.

9.5 If a permanent classified employee is promoted to a new classification in which they do not hold permanent status, they shall be evaluated pursuant to the probationary unit member evaluation schedule **noted in 9.3.**

9.6 The formal evaluation shall be in writing on the approved form ~~attached in this article~~ **referenced in Exhibit C**. The evaluation shall be reviewed with the unit member by the evaluating supervisor in a scheduled conference. The evaluating supervisor shall designate an overall ~~recommendation~~ **performance rating** as follows: 1) Meets or Exceeds District Standards or 2) Provisional **(requires a Performance Improvement Plan)**. ~~Any evaluation where the overall recommendation is Provisional shall require a written improvement plan.~~

9.7 The unit member shall sign the evaluation. The signature of the unit member being evaluated does not indicate that he/she agrees with the evaluation, but that he/she has been given a copy, had adequate time to review the written evaluation, and that a conference was held. The original of the evaluation is to be retained by the District and shall be placed in the unit member's personnel file in the District Office.

9.8 The unit member shall have the right to have a written response attached to the evaluation. The timeline to submit any written attachment is ten (10) days from the date of the evaluation conference.

9.9 Unit members have the right to ~~have a representative present~~ **union representation** at any point during the evaluation conference.

ARTICLE 10
PROMOTION

10.1 **Consideration**

~~Employee in the bargaining unit~~ **Bargaining unit members** shall be given first consideration in filling any job vacancy. ~~After fully reviewing employees who meet all position requirements, on the best possible basis, the Superintendent will give special consideration to seniority.~~ **Unit members who apply for job vacancies and meet the posted requirements of the vacancy will be considered first. If multiple unit members, who meet the posted requirements for the position, apply for the same vacancy, special consideration will be given to seniority.**

10.2 **Posting of Job Openings**

Notice of all job vacancies shall be **distributed via email to all unit members and** posted and dated on bulletin boards in permanent locations at each District job site. The notice shall include~~d~~ the job title, ~~a brief description of the position and duties~~ **board approved job description,** the minimum qualifications required for the position, the assigned job site, the number of hours per day, regular assigned work shift times, ~~days per week, and months per year~~ **the board approved work calendar for the position,** ~~assigned to the position~~, the salary range, and the **application** deadline ~~of filing to fill vacancy~~.

10.3 **Duration of Posting**

The job vacancy notice shall remain ~~posted~~ **open to current unit members** for a period of ~~six (6)~~ **five (5)** ~~full~~ working days, during which time employees may ~~file~~ **apply** for the vacancy. Any bargaining unit employee who ~~will be~~ **is** on ~~leave or layoff~~ **extended leave or 39 month reemployment** during the period of the posting shall be mailed a copy of the notice by First Class Mail on the date the position is posted.-

10.4 ~~Filing~~ **Application**

Any employee in the bargaining **unit** may ~~file~~ **apply** for **a** vacancy b**y** ~~submitting written notice~~ **completing the appropriate district form attached to the posted vacancy and submitting it** to the ~~personnel~~ **Human Resources** department within the ~~filing~~ **posting** period. Any bargaining unit employee on leave or vacation may authorize the ~~Association~~ **Chapter 501** President or his/her designee to ~~file~~ **apply** on the employee's behalf.

10.5 **Certification of Application**

Within five **working** (5) days following the completion of the **application** ~~filling~~ period, ~~the personnel office shall certify in writing the qualifications of bargaining unit applicants and notify each applicant of his/her standing.~~ **Human Resources will contact the unit members who applied and will share the decision on whether the promotion has been approved or not approved.**

10.6 **Promotional Order**

Any employee in the bargaining unit who ~~files~~ **applies** for the vacancy during the posting period and meets the minimum qualification**s** shall be promoted into the vacant position. If two (2) or more bargaining unit ~~employees~~ **members** who ~~file~~ **apply** meet the minimum qualification**s**, the Superintendent **or Superintendent's designee** shall give special consideration to seniority.

10.7 **Placement on Salary Schedule**

If the unit member is promoted to a classification that is higher than their current classification, they shall be placed on the step of the range of the new classification that provides for a**t** least a five percent increase.

ARTICLE 11
TRANSFERS

11.1 **Application for Transfer**

All vacancies shall be distributed via email to all unit members. The job vacancy notice shall remain posted for a period of five (5) working days, during which time employees may file for the transfer. Any employee in the bargaining unit may apply for transfer to a vacant position by **completing the appropriate district form attached to the posted vacancy and submitting it to the ~~personnel~~ Human Resources department within the filing period.** ~~filing a written notice with the personnel department of the District. All vacancies shall be posted and dated by the District for not less than six (6) working days at all work locations prior to being filled. Interested employees within the District shall first be considered before opening the position to the public.~~

11.1.1 Unit members who apply for transfer and meet the posted requirements of the vacancy will be considered first. If multiple unit members, who meet the posted requirements for the position, apply for the same vacancy, special consideration will be given to seniority.

~~11.1.1 Employees may apply for a transfer to a vacant or newly created position if they are qualified under the approved job description.~~

11.2 **Lateral Transfers:**

When a new position is created or an existing position becomes vacant, the District shall first offer the opportunity to transfer to bargaining unit employees serving in the same class in the District. All vacancies shall be posted by the District for not less than ~~six (6)~~ **five (5)** working days at all work locations prior to being filled. Any employee in the bargaining unit may apply for transfers to that position by filing a written notice with the Superintendent **or designee**. ~~If more than one employee wishes to be transferred to a particular vacancy, the employee with the greatest bargaining unit seniority shall be transferred. In the event that two (2) or more employees have identical seniority, the employee to fill the position shall be selected by lot.~~

Unit members who apply for transfer and meet the posted requirements of the vacancy will be considered first. If multiple unit members, who meet the posted requirements for the position, apply for the same vacancy, special consideration will be given to seniority.

11.2.1 Any employee on leave during the period of the posting shall be mailed a copy of the Notice by First Class Mail on the date the position is posted.

11.2.2 An employee on leave shall have the right to have the Association **CSEA Chapter 501** President or his/her designee file for the transfer in **on** his/her behalf.

11.3 **Medical Transfer:** The District **will follow all Americans with Disabilities Act (ADA) laws and California Government Code regulations related to employment.** ~~may give alternate work when the same is available to an employee who has become medically unable to satisfactorily perform his/her regular job class duties. The alternate work may constitute promotion, demotion, or lateral transfer to a related class, but it shall be constituted only by mutual agreement with CSEA and the employee.~~

ARTICLE 12
VACATION AND HOLIDAYS

12.1 Vacation Earned

12.1.1 All regular twelve (12) month ~~permanent~~ employees shall earn paid vacation leave time under this Article which they may **request to** schedule.

12.1.2 All regular ten (10) and eleven (11) month employees do not take vacation. ~~Other Employees (~~**T**en (10) and eleven (11) month~~)~~ **employees earn paid vacation leave time proportional to the FTE worked,** ~~pay~~ which is paid **out** monthly.

12.1.3 Accumulation: Vacation time or vacation pay shall be accumulated in accordance with the following schedule:

1 through 5 years – 1 day per month worked
6 through 10 years – 1.25 days per month worked
11 through 19 years – 1.667 days per month worked
20 or more years – 2 days per month worked

12.2 ~~**Timely**~~ **Vacation** ~~**Granted**~~ **Usage:** Vacation ~~or vacation pay~~ shall be ~~granted~~ **taken** no later than the fiscal year immediately following the fiscal year in which it is earned. The employee may ~~be granted~~ **use granted** vacation during the school year even though not earned at the time the vacation is taken.

~~If an employee is terminated or resigns and had been granted vacation which was not yet earned at the time of termination of his/her services, the District shall deduct from the employee's check the full amount of salary which was paid for such unearned days of vacation taken.~~

~~12.3 **Accumulation:** Vacation time or vacation pay shall be accumulated in accordance with the following schedule:~~

~~1 through 5 years – 1 day per month worked~~

~~6 through 10 years – 1.25 days per month worked~~
~~11 through 19 years – 1.667 days per month worked~~
~~20 r more years – 2 days per month worked~~

12.3 **Schedule of Vacation Pay:** Pay for vacation days for all bargaining unit employees shall be the same as that which the employees would have received had he/she been in working status.

12.4 **Vacation Upon Termination or Resignation:** When an employee who has been in the District's employ for six (6) months or more **separates from service** ~~is terminated~~ for any reason, he/she shall be entitled to all vacation pay earned and accumulated up to and including the effective date of termination.

If an employee is terminated or resigns and had been granted vacation which was not yet earned at the time of termination **or resignation** of his/her services, the District shall deduct from the employee's check the full amount of salary which was paid for such unearned days of vacation taken.

12.5 **Scheduling of Vacation: The needs of the District will be considered when approving vacation requests to ensure safe and regular operations of the District. Vacation requests must be submitted to the unit member's supervisor by the unit member no later than two weeks prior to the start date of the vacation. When reviewing a vacation request the District will consider the work schedules of all unit members' current and pending vacation requests.**

~~Vacations may be scheduled at times requested by the bargaining unit employees so far as possible within the District's work requirement.~~ If the number of bargaining unit members applying for vacation during the same period would hinder the efficient operation of the District, the bargaining unit member or members granted vacation during that period shall be determined ~~on a rotational basis,~~ by order of seniority **and the other unit member must request an alternate vacation time which is acceptable to the District**.

12.5.1 **Summer Vacation Requests:** By April 15, the District shall notify all employees who are eligible for vacation. By May 1, unit members shall **submit a summer vacation request** ~~forward~~ to their immediate supervisor **and/**or site administrator. ~~absence certificate(s)to request vacation~~. By May 15, the supervisor **and/**or site administrator will respond **with approval, denial or proposed modification** to the employee's request(s) in writing.

~~If the case of two (2) unit members requesting the same date for a vacation, and when the supervisor or site administrator deems having both unit members absent from work at the same time would not be in the best interest of the District, the unit members having the higher seniority within the same classification would be granted his/her vacation request and the other unit member must select an alternate vacation time which is acceptable to the District.~~

12.6 **Interruption of Vacation:** An employee in the bargaining unit may be permitted to interrupt or terminate vacation leave in order to begin another type of paid leave provided by this Agreement without a return to active service, provided the employee supplies notice and supporting information regarding the basis for such interruption or termination.

12.7 **Holidays within Vacation Period:** When a holiday falls during the scheduled vacation of any bargaining unit employee, such holiday shall not be charged against vacation time.

12.8 **Scheduled Holidays:** The District agrees to provide all employees in the bargaining unit who are in paid service during any portion of the working day immediately preceding or succeeding the holiday or holiday period with the following paid holiday:

1. New Year's Day – January 1
2. Lincoln's Day – Second Monday or the Friday before the third Monday in February
3. Presidents' Day – Third Monday in February
4. Memorial Day – The last Monday in May
5. **Juneteenth – June 19**

~~5.~~ **6.** Independence Day – July 4
~~6.~~ **7.** Labor Day – First Monday in September
~~7.~~ **8.** Veterans' Day – November 11
~~8.~~ **9.** Local Holiday – Wednesday before Thanksgiving (In-lieu of Admissions Day)
~~9.~~ **10.** Thanksgiving – Last Thursday in November
~~10.~~ **11.** Local Holiday – Friday following Thanksgiving
~~11.~~ **12.** Winter Holiday – December 25
~~12.~~ **13.** Martin Luther King Day – Third Monday~~s~~ in January

12.9 **Additional Holidays:** Every day declared by the President or Governor of this state as a public fast, mourning, thanksgiving or any day declared a holiday by the governing board under Education Code Sections 5282, 5202.1 or 877, or their successors shall be paid a holiday for all employees in the bargaining unit.

12.10 All hours worked on holidays designated by this Agreement shall be compensated at two (2) times the regular rate of pay. ~~in addition to the unit member's regular pay.~~

ARTICLE 13
LEAVES

GENERAL PROVISIONS

All absences shall be submitted in advance, whenever possible, through the unit member using the district approved attendance reporting system.

Unit members are responsible for tracking their leave balance through review of their pay stub, access to their Employee Portal, annual leave balance notice, and/or individual tracking process.

	~~LEAVE~~	~~MAXIMUM AMOUNT WHICH CAN BE USED PER YEAR~~	~~DESCRIPTION~~
~~ARTICLE 13.1 PAID~~	~~SICK LEAVE (one day earned per each month worked)~~	~~All available~~	~~Injury or illness~~
~~ARTICLE 13.9 PAID~~	~~Personal Necessity/Confidential Leave~~	~~Personal Necessity: up to 8 days~~	~~Additional bereavement; accident to person or property; court appearance; funeral of a friend; emergency illness in household, spiritual reasons~~
~~ARTICLE 13.9 PAID~~		~~Personal Confidential: up to 4 days~~	~~No Tell~~
~~ARTICLE 13.3 PAID~~	~~Maternity Leave~~	~~Up to the amount of employee's accumulated sick leave~~	~~With written certification by a physician~~
~~ARTICLE 13.15 PAID~~	~~BEREAVEMENT LEAVE~~	~~3 or 5 days~~	~~Death of immediate family~~
~~ARTICLE 13.16 PAID~~	~~CATASTROPHIC LEAVE~~	~~20 days~~	~~Permits unit members to donate sick leave hours to another unit member~~
~~ARTICLE 13.1 PAID~~	~~JURY DUTY LEAVE~~	~~N/A~~	~~Summoned for jury duty~~
~~ARTICLE 13.12 PAID~~	~~INDUSTRIAL ACCIDENT LEAVE~~	~~60 days per fiscal year~~	~~For industrial illness or injuries~~
~~ARTICLE 6.5 PAID~~	~~ASSOCIATION LEAVE (for association reps only)~~	~~5 days total for all reps~~	~~For association affairs~~

~~ARTICLE 13.11 UNPAID~~	~~**PERSONAL LEAVE**~~	~~N/A~~	~~Granted by district~~
~~ARTICLE 13.18 UNPAID~~	~~**FAMILY LEAVE ACT** (FMLA)~~	~~12 weeks in the fiscal year~~	~~Birth/adoption/placement in foster care of child; serious illness of employee or child, spouse or parent of employee~~

ARTICLE	**PAID LEAVE**	**MAXIMUM AMOUNT WHICH CAN BE USED PER YEAR**	**DESCRIPTION**	**RELEVANT ED CODE**
ARTICLE 13.1	**BEREAVEMENT LEAVE**	**N/A**	**Up to 5 days Death of an Immediate Family Member**	**ED CODE 45194**
ARTICLE 13.2	**CATASTROPHIC LEAVE**	**40**	**Permits unit members to donate sick leave hours to another unit member**	**N/A**
ARTICLE 13.3	**DIFFERENTIAL PAY/EXTENDED LEAVE**	**PER INCIDENT**	**100 days/5 months**	**ED CODE 45196 AB 2012**
ARTICLE 13.4	**INDUSTRIAL ACCIDENT LEAVE**	**NA 60 days per fiscal year**	**For industrial illness or injuries**	**ED CODE 45192, 45196**
ARTICLE 13.5	**JURY DUTY AND SUBPOENA LEAVE**	**N/A**	**Summoned for jury duty**	**ED CODE 44036, 44037**
ARTICLE 13.6	**SICK LEAVE**	**All available**	**Injury or illness**	**ED CODE 45136**
ARTICLE 13.7	**PERSONAL NECESSITY/ CONFIDENTIAL LEAVE**	**Personal Necessity: up to 4 days** **Personal Confidential: up to**	**Additional bereavement; accident to person or property; court appearance; funeral of a friend;**	**ED CODE 45207**

		4 days	emergency illness in household, spiritual reasons No Tell	
ARTICLE 3.9 PAID	ASSOCIATION LEAVE	5 days total for Chapter President or designee	For association affairs	
ARTICLE	UNPAID LEAVE	MAXIMUM AMOUNT WHICH CAN BE USED PER YEAR	DESCRIPTION	RELEVANT ED CODE
ARTICLE 13.8	FEDERAL FAMILY AND MEDICAL LEAVE ACT (FMLA)	12 weeks in the fiscal year	Birth/adoption/placement in foster care of child; serious illness of employee or child, spouse of parent of employee	ED CODE 45196 GOV. CODE 12945.2
ARTICLE 13.9	MATERNITY LEAVE	Up to the amount of employee's accumulated sick leave	With written certification by a physician	
ARTICLE 13.10	PARENTAL LEAVE			FMLA, CALIFORNIA FAMILY RIGHTS ACTS ED CODE 45193
ARTICLE 13.11	PERSONAL LEAVE	N/A	Unpaid leave granted by district for personal reasons	
ARTICLE 13.12	BREAK IN SERVICE			

PAID LEAVES

13.1 BEREAVEMENT LEAVE: In the event of death in the immediate family (mother, mother-in-law, father, father-in-law, grandmother, grandfather, grandchild of the employee, or the spouse of the employee, or son, son-in-law, daughter, daughter-in-law, brother or sister, or aunt or uncle of the employee, or any person living in the immediate household of the employee), three (3) consecutive working days with full pay will be granted. One (1) additional day shall be granted if in-state-travel exceeds 350 one-way land miles. Two (2) additional days leave shall be granted if out-of- state-travel is necessary. See Personal Necessity leave for additional bereavement days of leave.

13.2 CATASTROPHIC LEAVE

13.2.1 The Catastrophic Leave Program permits unit members to donate sick leave hours to another unit member when that unit member or a member of their immediate family suffers from a verifiable catastrophic illness or injury if prescribed conditions are met as described below.

13.2.2 Every unit member with sufficient accumulated leave shall have the opportunity to participate in the annual open enrollment for the Catastrophic Leave Program. Annual Open Enrollment shall take place yearly from September 1 to October 15.

13.2.3 Newly hired unit members with sufficient accumulated leave shall have the opportunity to enroll within two weeks of their hire date. BUSD will include notification of the open enrollment period in the "new hire packet".

13.2.4 Program Members shall initially deposit the equivalent, in hours, of at least one (1) leave day equivalent to the unit member's FTE hours, and will be considered to be active and continuing participants in the program. A unit member must have at least nine (9) sick leave days after donation in order to be eligible to deposit in the bank. If, at any point in the school year, the bank contains less than fifty (50) 8-hour days, the Catastrophic Leave Bank Committee shall solicit sick leave donations from the classified bargaining unit.

13.2.5 Definitions:

i. **Catastrophic illness or injury means an illness or injury that is expected to incapacitate the unit member or will incapacitate an immediate member of the unit member's family for an extended period of time.**

ii. **The catastrophic illness or injury required the unit member to take time off from work for an extended period of time. Taking extended time off from work will create a financial hardship for the unit member because they have exhausted all of their fully-paid accrued sick leave and other paid time off, with the exception of extended (differential) sick leave. Accordingly, leave shall be used in the following order: (a) accrued fully paid sick leave, (b) catastrophic leave, and (c) extended/differential sick leave, if available.**

iii. **Catastrophic leave may also be used for extended bereavement time on account of the death of a spouse, child or parent.**

iv. Immediate family is defined in Section 13.1

13.2.6 Procedure:

i. The unit member who is or whose immediate family member is suffering from a catastrophic illness or injury will send their request for catastrophic leave to the CSEA Chapter 501 President who will convene the Catastrophic Leave Bank Committee (CLB Committee), which will be made up of chapter members appointed by the Chapter President.

ii. The Committee shall be responsible for administering the CLB in accordance with this Agreement and applicable state laws.

iii. The Committee's duties are:

- Receive leave requests
- Verify validity of the requests
- Approve or deny requests
- Communicate the Committee's decisions to affected unit member(s) and the District office.
- Solicit donations of sick leave from eligible unit members as needed.

iv. The Committee shall designate one of its members as Chairperson. The Chairperson shall serve as the liaison to the District for reporting of donations and withdrawal of days from the CLB. The Committee shall keep all records confidential and shall not disclose the nature of any illness except as is necessary to process the request for leave and appeals of denials. Catastrophic Leave requests shall only be approved by a majority vote of the Committee.

v. In order to ensure the viability of the program, if at any time the total number of days in the bank drops below fifty (50) 8-hour days, BUSD will notify CSEA. CSEA will send a request for donations to unit members to rebuild the bank to a minimum level of fifty (50) 8-hour days.

13.2.7 Eligibility:

i. **Unit members who have exhausted all applicable paid leaves provided for in the collective bargaining agreement, except differential pay, may apply for Catastrophic Leave under this Article. Only those who donate may apply to the CLB.**

ii. **The Committee may approve eligibility in renewable increments, not to exceed twenty (20) 8-hour days; the maximum number of donated hours that may be used by a member will not be more than sixty (60) 8-hour days per year. If donated days of sick leave are available from the CLB, the unit member may use them. If sufficient days are not available, the Committee may solicit donations of days from eligible unit members in accordance with this Agreement on the appropriate form.**

iii. **In the event catastrophic leave is needed for a unit member who does not qualify because they do not have sufficient days to donate to the program, but who otherwise meet the criteria, a special call by CSEA for contributions may go out to members to help fulfill the specific need.**

13.3 DIFFERENTIAL PAY (EXTENDED LEAVE)

Extended sick leave is a leave, without the loss of benefits, for a period of five (5) months or less for illness, injury, accident, disability, etc.

13.3.1 For each day of extended sick leave, the amount deducted from the salary due the employee for any month in which the absence occurs shall not exceed the amount paid on the first step of the classification held by the employee. Deductions may only be made if the employee is temporarily replaced by a substitute as defined in 14.7.1 (Ed Code 45103).

13.3.2 Differential pay shall be accessible after all regular sick leave, accumulated compensatory time, vacation or other available paid leave has been exhausted.

13.4 INDUSTRIAL ACCIDENT LEAVE: Permanent employees absent from duty because of illness or injury directly resulting from an industrial accident are eligible for Worker's Compensation, and the district shall grant industrial accident leave with pay from the first day of such absence to and including the last day of such absence, but not to exceed sixty (60) working days in any fiscal year. Such leave is not cumulative from year to year.

13.4.1 Any time an employee on industrial accident or illness leave is able to return to work, he/she shall be reinstated to his/her position.

13.4.2 The amount of payment received will be the basic salary rate less the amount paid by the Worker's Compensation Insurance Fund during each calendar month.

13.4.3 The industrial accident or illness leave is to be used in lieu of normal sick leave benefits. When entitlement to industrial accident or illness leave under this Section has been exhausted, entitlement to other sick leave, vacation or other paid leave may then be used. If, however, an employee is still receiving temporary disability payment under the Worker's Compensation laws of this state at the time of the exhaustion of benefits under this Section, he/she shall be entitled to use only so much of his/her accumulated and available normal sick leave and vacation leave, which, when added to the Worker's Compensation award, provides for a day's pay at the regular rate of pay.

13.5 JURY DUTY AND SUBPOENA LEAVE

A unit member will be granted, without loss of pay or benefits, a legal leave for jury duty, or appearance in court as a witness under subpoena in a District related matter, and will reimburse the District with any non-mileage fees paid by the court.

13.1~~5~~**6** SICK LEAVE: ~~Sick leave for eight (8) hour employees is earned at the rate of eight (8) hours leave for each month of service rendered. Employees who work a schedule that is less than eight (8) hours will earn ten (10) days of sick leave each year.~~
All employees earn sick leave hours at a rate that is proportional to their assigned FTE for each month of service rendered where 1.0 FTE earns eight (8) hours of sick leave per month of service rendered.

13.6.1 Computation: ~~A new employee must be employed on or before the first working day following the tenth (10) of the month in order for that month to be counted in computing sick leave.~~ **All employees earn sick leave immediately upon hire based upon the computation in 13.6.**

13.6.2 Accumulation of Sick Leave: Credit for sick leave **need** not be accrued by an employee prior to taking such leave; however, a new employee of the District is not eligible to take more than six (6) days, or the proportionate amount to which he/she is entitled, until the first day of the month after completion of six (6) months of active service.

13.6.2.b. Sick leave is credited annually at the beginning of the school year and is accumulated from year-to-year without limit. If an employee takes sick leave in advance and **is** then terminated, **resigns, or separates in any way,** pay for the days taken in advance will be deducted from his/her final paycheck.

13.6.2.c. When an employee separates from the District, there will be no cash reimbursement for unused sick leave. Sick leave may not be taken as vacation.

13.6.2.d. **Any sick leave benefits earned but unused on the date of termination are transferable in accordance with the Education Code.**

13.6.3 Prohibition Against "Make Up": Sick Leave may not be "made up" by working extra hours.

13.6.4 Validation: The district reserves the right to investigate any claim for sick leave and any abuse of sick leave privileges may be cause for disciplinary action. However, unless an employee uses more than two (2) consecutive days of sick leave, except where an employee has a demonstrated pattern of sick leave abuse, he/she shall not be required to provide a doctor's verification.

~~13.2 Transfer of Sick Leave: Any sick leave benefits earned but unused on the date of termination is transferable in accordance with the Education Code.~~

~~13.3 Differential Pay: When an employee is absent from his/her duties on account of illness or accident for a period of five (5) months or less, whether or not the absence arises out of or in the course of employment of the employee, the amount deducted from the salary due him/her for any month in which the absence occurs shall not exceed the amount paid on the first step of the classification held by the employment entitlement to sick leave provision under this section shall be used after entitlement to all regular sick leave, accumulated compensatory time, vacation or other available paid leave has been exhausted.~~

13.7 PERSONAL NECESSITY/CONFIDENTIAL LEAVE:

13.7.1 Bargaining unit members may use a combined total of eight (8) days of sick leave for personal necessity ("Tell") and personal confidential ("No Tell"). Personal necessity is intended for employees to address planned personal or business matters, which must be attended to during duty hours.

13.7.1.a. Employee**s** may use a maximum of four (4) duty days for **personal necessity** and will be deducted from sick leave. **The District may require the unit member disclose the reason for personal necessity leave.**

13.7.2 Sick leave provided under this Article may be used at the unit member's election, for purposes of personal confidential leave not to exceed four (4) days in any school year. The unit member shall not be required to disclose the reason for the personal confidential leave.

13.7.2.a. The unit member will inform their site administrator, with as much advance notice as possible, that they will be using a personal confidential leave day.

~~Any days of leave of illness or injury maybe used by an employee at his/her election, in cases of personal necessity, including any of the following:~~

~~13.1.1 Death or serious illness of a member of his/her immediate family.~~

~~13.1.2 Accident involving his/her person or property, or the person or property of a member of his/her immediate family.~~

~~13.1.3 Appearance in court as a litigant; or as a witness~~

~~13.1.4 Such other emergency as may arise which cannot be attended to during the normal non-duty hours.~~

~~13.1.5 Other personal necessity such as spiritual reasons, or matter of mental anguish.~~

~~13.1.6 Adoption of a child~~
~~13.1.7 Any other reason which is deemed valid by the Superintendent.~~
~~13.1.8 Employee may use a maximum of four (4) duty days for absences will not be further explained and will be deducted from sick leave.~~
~~13.1.9 Unit members may use up to four (4) personal confidential leave days per school year for which no reason need be provided.~~
~~13.1.10 A maximum of eight (8) days of accumulated sick leave may be used in any school year for the purposes enumerated above. Proof may be required for the above items.~~

If any other unit receives additional days, the Classified Unit shall also receive the increase days.

~~13.4 Jury Duty and Subpoena Leave: Employees receiving a subpoena for appearance in court as a witness or for jury duty shall receive a full pay during such absence from duty. It is necessary to notify an appropriate person in the District of receipt of subpoena. Any payment received for court appearances or jury duty must be endorsed over to the District, except for meal and mileage.~~

~~Court appearances under a regular subpoena are the only such events covered. If it is necessary to appear in court for any action in which the employee is personally involved, or for any other reasons where a subpoena in not issued, such time away from employee's position will be considered and reported as absence due to personal business with pay deduction, or employee may elect to use personal necessity leave if applicable.~~

~~13.5 Personal Leave: With prior District approval, employees may be granted personal leave. Any absence due to personal or business reasons, with the exception of leave provides under Section 12.9 of this agreement, will be subject to full deduction in salary for the time missed.~~

~~13.6 Industrial Accident Leave: Permanent employees absent from duty because of illness or injury directly resulting from an industrial accident are eligible for Worker's Compensation, and the district shall grant industrial accident leave with pay from the first day of such absence to and including the last day of such absence, but not to exceed sixty (60) working days in any fiscal year. Such leave is not accumulative from year to year.~~

~~13.1.11 Any time an employee on industrial accident or illness leave is able to return to work, he/she shall be reinstated to his/her position.~~
~~13.1.12 The amount of payment received will be the basic salary rate less the amount paid by the Worker's Compensation Insurance Fund during each calendar month.~~
~~13.1.13 The industrial accident or illness leave is to be used in lieu of normal sick leave benefits. When entitlement to industrial accident or illness leave under this Section has been exhausted, entitlement to other sick leave, vacation or other paid leave may then be used. If, however, an employee is still receiving temporary disability payment under the Worker's Compensation laws of this state at the time of the exhaustion of benefits under this Section, he/she shall~~

~~be entitled to use only so much of his/her accumulated and available normal sick leave and vacation leave, which, when added to the Worker's Compensation award, provides for a day's pay at the regular rate of pay.~~

UNPAID LEAVES

13.8 FAMILY LEAVE ACT: Any unit member shall be able to access the Family Leave Act under the Family Leave Act policy.

13.9 MATERNITY LEAVE: An employee who is pregnant may work as long as her physical condition permits her to fulfill her duties. Requests for maternity leave prior to delivery may be granted by the District. This leave will be unpaid.

13.9.1 Upon the written certification by a physician, an employee will be granted sick leave up to the amount of employee's accumulated sick leave. Request for sick leave shall be made to the Superintendent.

13.9.2 An employee who is granted leave under ~~13.12.1~~ **13.9.1** above may, upon reasonable notification, return to his/her job, providing his/her physician will certify in writing that he/she is physically capable of performing her job.

13.10 PARENTAL LEAVE: ~~Employees may be granted unpaid leave for child care.~~

13.10.1 During each school year, a bargaining unit member may use his or her sick leave for purposes of parental leave for a period of up to 12 workweeks.

13.10.2 When an employee has exhausted all available sick leave, including all accumulated sick leave, and continues to be absent from his or her duties on account of parental leave pursuant to Section 12945.2 of the Government Code, the amount deducted from the salary due him or her for any of the remaining portion of the 12-workweek period in which the absence occurs shall not exceed the sum that is actually paid a substitute employee employed to fill his or her position during his or her absence. In no case shall the employee receive less than 50% of his or her regular pay.

13.10.3 The 12-workweek period of parental leave shall be reduced by any period of sick leave, including accumulated sick leave, taken during a period of parental leave.

13.10.4 An employee shall not be provided more than one 12-workweek period for parental leave during any 12-month period.

13.10.5 Parental leave taken pursuant to this section shall run concurrently with parental leave taken pursuant to Section 12945.2 of the Government Code. The aggregate amount of parental leave taken pursuant to this section and Section 12945.2 of the Government Code shall not exceed 12 workweeks in a 12-month period.

~~13.7 Bereavement Leave: In the event of death in the immediate family (mother, mother-in-~~

~~law, father, father-in-law, grandmother, grandfather, grandchild of the employee, or the spouse of the employee, or son, son-in-law, daughter, daughter-in-law, brother or sister, or aunt or uncle of the employee, or any person living in the immediate household of the employee), three (3) consecutive working days with full pay will be granted. One (1) additional day shall be granted if in-state- travel exceeds 350 one-way land miles. Two (2) additional days leave shall be granted if out-of- state-travel is necessary. See Personal Necessity leave for additional bereavement days of leave.~~

~~13.8 Catastrophic Leave~~

~~A catastrophic leave program will be established, which permits unit members to donate sick leave hours to another unit member when that unit member or a member of his/her immediate family suffers from a catastrophic illness or injury if prescribed condition is met. "Catastrophic illness" or "injury" means an illness or injury that is expected to incapacitate the unit member for an extended period of time, or that incapacitates an immediate member of the unit member's family which incapacity requires the unit member to take time off from work for an extended period of time to care for that family member, and taking extended time off creates a financial hardship for the unit member because he/she has exhausted all of his/her sick leave and other paid time off.~~

~~13.1.14 The unit member who is, or whose immediate family member is suffering from a catastrophic illness or injury requests that sick leave be donated and provides a physician's verification of catastrophic injury or illness.~~

~~13.1.15 The decision as to whether the unit member is eligible for the leave shall be determined by the Superintendent and a designated CSEA representative.~~

~~13.1.16 A unit member who has been granted catastrophic leave may request that the District ask other classified personnel to donate sick leave hours which he/she may use for catastrophic leave.~~

~~13.1.17 Unit members may donate a maximum of eight (8) hours to be used in a 12-month period.~~

~~13.1.18 A list of donors will be established. Donors will be listed in the order of receipt at the District Office.~~

~~13.1.19 The maximum donation of sick leave hours will be limited to a person's total of 20 days.~~

~~13.1.20 Donated sick leave hours will be used only as needed and only by the individual to whom they are donated. They will not accumulate into a pool for anyone else.~~

13.11 PERSONAL LEAVE: With prior District approval, employees may be granted personal leave. Any absence due to personal or business reasons, with the exception of leave provide~~s~~**d** under Section 12.9**8 (Holidays)** of this agreement, will be subject to full deduction in salary for the time missed.

13.9**12** BREAK IN SERVICE: No absence under paid leave provision of this Article shall be considered as a break in service for any employee who is in paid status, and all benefits accruing under the provision of the agreement shall continue to accrue under absence. No absence under any unpaid leave provision of the Article shall be considered a break in service.

~~13.10 Family Leave Act: Any unit member shall be able to access the Family Leave Act under~~

~~the Family Leave Act policy.~~

ARTICLE 14
PAY AND ALLOWANCES

14.1 **Salary Schedule (Exhibit A)** ~~Attached~~: Pay and allowance will be in accordance with Exhibit A, which is attached to and made ~~an apart~~ a part of this Agreement.

14.1.1 Pay and allowances for all ten month employees will be made in ten (10) equal monthly amounts beginning the first month of the school year, except when the school year goes into eleven months in which the eleventh month will be paid the actual days worked.

14.1.2 Pay and allowance for all eleven month employees will be paid in eleven (11) equal monthly amounts beginning the first month of the school year through the final month worked, except when the work year goes into twelve months in which the twelfth month will be paid the actual days worked.

14.1.3 Pay and allowances for all twelve month employees will be made in twelve (12) equal monthly amounts.

The District agrees to provide the same percentage adjustment to the Association if any other unit receives an increase in compensation.

14.2 **Mileage Reimbursement:** Employees using their own vehicle will be reimbursed at the ~~IRS rate~~ **Internal Revenue Service (IRS rate)**.

~~14.2.1 If at the time employment, an employee is assigned service at two or more sites on specific days, they will be paid for mileage between the sites and travel time, except in cases where a company vehicle is issued. If during the course of service, an employee is asked to go to another site, that employee will be paid mileage and travel time. If an employee requests and is appointed to a supplementary assignment at a second site, that employee will not be paid for mileage or travel time.~~

14.2.1 Bargaining unit members whose job classification requires travel will be reimbursed for all mileage incurred in the course of performing services required in connection with that job classification, other than mileage to and from home and the primary work location. Reimbursement shall be at the current established Internal Revenue Service (IRS) rate, except in cases where a district vehicle is issued.

14.3 **Salary Placement of Reclassified Positions:** When a position or class of positions is reclassified to a higher range, the position or positions shall be placed on the salary schedule in a range which will result in an increase of not less than five (5) percent. In the case that a reclassification results in a decrease of pay, the member will be placed on the step that is equal or greater to their previous placement.

14.4 **Personal Property:** A maximum of $150.00 will be allowed on a one (1) claim per year basis, for damage to eyeglasses for personnel on yard duty. Other loss circumstances will be reviewed by the Superintendent on an individual basis.

14.5 **Classified Employees:** Will not be required to attend meetings or in-service beyond the normal length of their work day unless they are paid those excess hours.

14.6 **Working Out of Class:** ~~When~~ **A** unit member~~s~~ **who** works outside his/her classification and performs the duties of a higher classification **shall receive the greater of:**
~~A unit member performing the duties of a higher classification shall~~:

(a) ~~be placed~~ **Placement** on Step 1 of the higher classification or
(b) ~~receive~~ **Receipt of** his/her current pay plus ten percent (10%)~~, whichever is higher~~

A unit member working out of classification in an equal or lower paid classification shall receive no salary adjustment until they have worked out of classification for **five (5) days** ~~twenty (20)~~ days at which time he/she shall receive a five percent (5%) increase for the remainder of the time he/she works in an equal or lower class. **Section 14.6 shall apply when a bargaining unit member is assigned to work as a replacement for a classified employee who is temporarily absent from duty.**

14.7 **Substitutes:** ~~When a unit member agrees to work as a replacement for a classified employee who is temporarily absent from duty.~~ **The district may employ a substitute employee to replace a classified employee who is temporarily absent from duty. (Education Code 45103).**

14.7.1 "Substitute" for this article is defined as a person excluded from the classified bargaining unit employed to replace a classified employee who is temporarily absent from duty.

14.7.2 A classified substitute who is not part of the bargaining unit will be paid at Step One of the appropriate range.

~~A unit member who agrees to substitute performing duties of a different classification shall receive his/her current pay or step 1 of the higher classification, whichever is greater.~~

14.8 **Professional Growth**
The District will provide regular opportunities throughout the year for professional growth. Unit members will be required to participate in District provided professional growth within the employee's regularly scheduled work day.

The District will encourage unit members to participate in job specific training and/or certification that might occur outside of their regularly scheduled work day and will be compensated at their hourly rate of pay.

~~14.8.1 Establishment of the Program~~

~~The District shall establish a professional growth program for all members of the Bargaining Unit which rewards training with a yearly stipend. The courses of training recognized must be related to any classifications in the unit.~~

~~14.8.2 Professional Development Plan~~

~~Course taken shall follow a Professional Development Plan mutually agreed upon between the District and unit member.~~

~~14.8.3 Professional Growth may be achieved through participation and completion of any of the following categories: college course, junior college courses, trade school courses, adult education course, and workshops seminars. One-time courses, workshops, or conferences are subject to 50% reimbursement with pre-approval by the Superintendent or designee. Proof of completion required to receive the reimbursement.~~

~~14.8.4 Professional Growth Salary Stipends~~

~~There will be a yearly stipend of $90.00 per nine (9) units and $150.00 for fifteen (15) units. One unit shall equal fifteen (15) hours of instruction. The maximum number of credited units shall not exceed nine (9) per year. Professional Growth Stipends are considered in the educational degree stipends and are not in addition to.~~

~~14.8.5 Procedure~~

~~The unit member completes a proposal and submits it to his/her supervisor for recommendation as to whether proposed study is related to a unit classification. The proposal will include the course of study, a brief description of the course, what classification or job it is related to, where the course is taking place, how many units will be earned, and dates of enrollment.~~

~~The supervisor forwards the proposal to the superintendent and the applicant with their recommendation. If the supervisor does not approve the proposal, the applicant may appeal to the superintendent who will make the final decision regarding the request.~~

~~The superintendent approves or disapproves the appeal and returns the proposal to the applicant and sends copies to the supervisor and the District office.~~

~~The unit member submits evidence of course completion, which shall be official transcripts, completion certificate or similar evidence, to the District office by August 1st.~~

~~Course completed by August 1st shall be applied to the unit member's salary for the then current year.~~

14.9 One staff development day shall be offered for classified employees each year. The in-service day shall not exceed six (6) hours.

14.10 **Stipends:**
Positions for which a stipend is paid shall first be offered to certificated employees. Should no certificated employee accept a position for which a stipend is paid, then the position shall be offered to **all** classified **employees via district email and notices posted in the worksites. Should more than one (1) classified employee accept the offer, the employee with the greater district seniority shall receive the position.** If a certificated person accepts such a position and determines he/she wants an assistant, the assistant position shall be first offered to certificated employees. Should no certificated employee accept the assistant position, the assistant position shall be offered to **all** classified **employees via district email and notices posted in the worksites. Should more than one (1) classified employee ~~accept the offer~~ apply for the position, the employee with the greater district seniority shall receive the position.** The stipend amount is for the entire position and any employees who share a position shall also share the stipend. Stipends **are** to be paid in the ~~following~~ amounts **established in the certificated bargaining unit collective bargaining agreement.**~~:~~

~~Coach a League Sports Team: $1,500~~
~~Yearbook Coordinator: $500~~
~~Student Council: $500~~
~~Student Store: $500~~
~~School Accounts: $500~~

14.10.1 **Unit members who hold advanced educational degrees will receive the stipend for the highest degree earned.** ~~Educational Degree Stipends~~
Associates Degree ~~$200~~ **$500 per year**
Bachelor's Degree ~~$250~~ **$1,000 per year**

14.10.2 **Bilingual Stipend:** For those unit members who are bilingual as demonstrated by an assessment of reading, writing, and speaking skills and agree to use their bilingual skills within the scope of their employment during their regular work day, the ~~d~~**D**istrict shall provide a ~~$200~~ **$500** stipend per year. **The requirement for receiving the bilingual stipend will be that the unit member agrees to utilize their bilingual skills to complete site or district level requests.**

14.10.3 Upon employee request, the District will provide a $40 a month stipend for cell phones for the Night Custodian, Grounds and Maintenance Staff.

14.10.4 Payment for the Educational and Bilingual Stipends will be made on a monthly basis throughout the academic year. All other stipend payments will be made in the month of May.

ARTICLE 15
HEALTH AND WELFARE

The District provides the benefits contribution cap to members based proportionately to the total FTE they are assigned. (See Exhibit B-1 for District Benefits Contribution) The District benefits contribution cap for CSEA unit members will be equal to that of other bargaining unit contribution caps. (See Exhibit B for Benefits Plan Rate Sheet)

~~15.1 Medical~~
~~Based on the plans provided by the District the employee may select:~~

~~A. Employee only~~
~~B. Employee + one~~
~~C. Employee + family~~

~~15.2 Dental~~
~~The employee may select:~~

~~A. Employee only~~
~~B. Employee + one~~
~~C. Employee + family~~

~~15.3 Vision~~

~~A. Employee Only~~
~~B. Employee + one~~
~~C. Employee + family~~

15.1 ~~15.4~~ **The District provides and automatically enrolls employees in a $10,000 group life insurance policy.** ~~Life Insurance for employee only.~~

~~A. Participation is mandatory for $10,000 coverage.~~

~~15.5 Maximum Allowance~~

~~A. The maximum benefits allowance for employees who select family medical, family dental, family vision and life insurance is $759.74 effective July 1, 2020.~~

~~15.6 It is agreed that the Board will set aside $750.00 annually to support Association members who are admitted to a hospital as patients.~~

~~Each eligible employee may receive up to $250.00. On July 1st, beginning with July 1, 2002, the number of employees hospitalized will be divided into $750.00.~~

~~This will determine the actual support payment up to $250.00. Should there be less than three (3) eligible employees; the balance of funds will be available for the next year. The amount carried forward will be added to the annual $750.00 Board allocation.~~

Before July 1, 2023, the funds previously set aside pursuant to section 15.6 shall be divided by the total number of classified bargaining unit members in paid status on June 1, 2023 and distributed equally to those bargaining unit members. Thereafter, the program under 15.6 shall be abolished.

ARTICLE 16
PHYSICAL EXAMINATIONS

16.1 **District Required Examinations:** The District agrees to provide the full cost of medical examinations required by the District for **initial and** continued employment. Such physical examinations will be done by **a medical provider of the District's choice.** ~~physicians of the District's choice.~~ However, the employee may use the services of their own ~~physical~~ **medical provider** and pay the difference between the examination by their ~~physician~~ **medical provider** and the cost of the examination by the District selected ~~physician~~ **medical provider.**

16.2 **Tuberculosis Tests:** The District will pay the cost of Tuberculosis tests **(skin, blood, x-ray or questionnaire)** required by law if performed by **a medical provider of the District's choice.** ~~by the Sonoma County Public Health Department; the District will reimburse the employee for the cost actually incurred up to the amount of the current charge made by the County Public Health Department for performing the test~~

16.3 **Physical Examinations:** The ~~Board~~ **District** agrees to consider paid release time for employees who need medical examinations required by the District for continued employment if the examination is done by **a medical provider of the District's choice.** ~~the physicians of the District's choice~~ and is not possible after work hours.

ARTICLE 17
SAFETY CONDITIONS OF EMPLOYMENT

17.1 **General Safety Standards:** Employees shall not be required to work under unsafe or hazardous conditions or to perform tasks which endanger their health, safety, or well-being. **The District will implement and follow all Occupational Safety and Health Administration (OSHA) requirements and guidelines to ensure a safe work environment for all unit members as specified in California Labor Code, Section 6300 et. Seq. and regulations relating thereto (8 Cal Admin. Code Section 330 et. Seq.)**

17.2 ~~**Compliance:** The District shall comply with the provisions of the California Occupational Safety and Health Act, as amended (California Labor Code, Section 6300 et. Seq.) and regulations relating thereto (8 Cal Admin. Code Section 330 et. Seq.)~~

Employee's Responsibilities: Unit members will comply with all applicable requirements and guidelines as enumerated in 17.1; Board Policy and Administrative Regulation 4157 regarding safety conditions of employment; utilize all assigned District equipment and materials; and

report immediately to their supervisor any and all broken and malfunctioning equipment and materials and/or unsafe and hazardous conditions.

17.3 **~~Superintendent's~~ District's Responsibility:** The ~~Superintendent~~ District shall be responsible for the adoption and enforcement of safety ~~rules~~ **policies and guidelines** for all employees **as enumerated in 17.1 and 17.2. The District shall not discipline nor take any adverse action towards an employee for reporting a safety hazard or violation.**

17.4 **District Notification:** Bargaining unit employees will be notified of incidents of communicable disease, ~~a~~ according to District policy.

17.5 **Employee Notification: The unit member is responsible for reporting all work related accidents immediately to their supervisor per Redwood Empire School Insurance Group (RESIG) guidelines and timeframes available at their work location and/or through their employment orientation.**

~~17.6 The District will make available, at District expense, Hepatitis B inoculations for any unit members. The unit members shall get the inoculation through their health care provider. If there is co-pay for the inoculation the District will reimburse the unit member upon proof of payment.~~

ARTICLE 18
LAYOFF AND RE-EMPLOYMENT PROCEDURES

18.1 **A layoff shall be considered an involuntary separation from service based on a lack of work or lack of funds determined by the Governing Board.**

Reasons for Layoffs: Layoffs shall occur only for lack of work or lack of funds **(Ed Code 45117a) and/or expiration of specially funded programs (Ed Code 45117g).**

18.2 **Order of Layoff: Any order of layoff is solely based upon seniority from "length of service" defined as the first date of paid service rendered in an assigned classification.** An employee, who has been employed the shortest time in the class, plus higher classes, shall be laid off first. **(Ed. Code § 45308.)**

~~The order of layoffs within the class shall be determined by lengths of service seniority within in the class and equal or higher classes plus the shortest time in a class will be the basis of first lay-off. "Length of service" shall mean all hours in paid status and shall be determined solely by date of hire.~~

~~18.3 Notice of Layoffs: The District shall notify both the Association and the affected employee(s) in Writing no later than sixty (60) days prior to any planned layoffs. The District and the Association representative shall meet following the receipt of any notices of layoff to review the proposed layoffs, and determine the order of layoffs and negotiate the effects of such layoffs~~

~~within the provisions of this Agreement. Any notice of layoff shall specify the reason for layoff and identify by name, class and classification the employee designated for layoff. Failure to give written notice under the provisions of this Section shall be corrected and properly scheduled prior to the layoff. The provisions for a sixty (60) day notice will be maintained by providing a written notice of sixty (60) days from the date the correction is made.~~

18.3 Notice of Layoffs: Procedures for notice and right to hearing are set forth in Government Code 45117. The District shall notify the Association in writing of any planned layoffs on or before March 1st of each year. The District shall provide preliminary notice of layoff to employees no later than March 15th of each year, and final notice of layoff no later than May 15th of each year. The parties will use the time between March 1st and March 15th of each year to determine bumping progressions. In cases of specially funded programs, notice of layoff must be given to the Association and to the employee at least sixty (60) days prior to the effective date of layoff, and the District shall provide the Association with the specific specially funded program and a balance of the funds remaining, if any. Should the Association wish to bargain the effects of a layoff, it shall provide written notice to the District on or before June 1st of each year.

18.4 **Bumping Rights:** ~~An employee with high seniority whose position is eliminated may bump into a position of equal, less, or more hours within the class.~~ An employee who is laid off or bumped from his/her present class may bump into a lower class in which the employee has worked and accumulated seniority.~

18.4.1 An employee laid off from a classification and who has gained permanency in any other classification may elect to bump the employee having the least seniority within that other classification.

18.4.1.a. An employee may not bump into a position for which they do not meet the minimum requirements of the position.

18.5 **Layoff in Lieu of Bumping:** An employee may elect layoff in lieu of exercising bumping rights without losing any re-employment rights.

18.6 **Equal Seniority:** If two (2) or more classified employees subject to layoff have equal seniority within the class, the priority shall be given to the employee with the greater overall District seniority; if that be equal, the employee with the earliest hire date shall be given preference; if that be equal determination shall be made by lot.

18.7 **Re-employment Rights: Reemployment shall be in reverse order of layoff. (Ed. Code §§ 45308, 45114.)**
~~A classified employee who has been laid off is eligible for re- employment in the class from which he/she was laid off for up to thirty-nine (39) months and shall be re-employed in preference to new applicants. Re-employment shall be in the reverse order of layoff without regard to number of hours assigned at the time of layoff. An employee on layoff has the right to apply for any promotional positions within the thirty-nine (39) month period. An employee who takes a voluntary demotion in lieu of layoff shall be granted the same rights as persons laid off and shall retain eligibility for re-employment for an additional twenty- four (24) months. A laid off unit member shall be notified of opening in any class for which they are~~

~~eligible for re-employment. The notification shall be by registered mail to the last address of the employee on file at the District Office. If a unit member turns down or does not respond to three offers of employment, to a position of equal or greater hours within one calendar year, the unit member shall be dropped from the notification list. The District shall reinstate the unit member to the notification list upon the written request of the unit member.~~

18.7.1 An employee who has been laid off is eligible for reemployment in the class from which he/she was laid off for up to thirty-nine (39) months and shall be re-employed in preference to new applicants. (Ed. Code § 45298; 45308 and 45114.)

18.7.2 An employee on layoff has the right to apply for any promotional positions within the thirty-nine (39) month period.

18.7.3 An employee who takes a voluntary demotion in lieu of layoff shall be granted the same rights as persons laid off and shall retain eligibility for re-employment for an additional twenty-four (24) months.

18.7.4 A laid off unit member shall be notified of openings in any class for which they are eligible for re-employment. The notification shall be by registered mail to the *employee's* last address ~~of the employee~~ on file at the District Office.

18.7.5 A unit member has 5 days to accept or refuse an offer of employment. If no response is received within 5 days, the offer is considered denied.

18.8 **Seniority Roster:** The District shall maintain an annually updated seniority roster.

18.9 **Improper Layoff:** Any employee improperly laid off shall be immediately reinstated and reimbursed for any loss of salary and benefits accrued.

18.10 **Maintenance of Seniority:** Seniority status at the time of layoff shall be maintained during the thirty-nine (39) months reemployment period; however, there shall be no accrual of vacation, sick leave, holiday, other benefits or increment advancement.

18.11 **Retirement in Lieu of Layoff:** Any classified employee, eligible for retirement, may elect to accept service retirement in ~~L~~lieu of layoff without loss of reemployment rights as provided in this agreement, provided written notification is given to the District of such election.

18.12 The District requiring positions to have additional language requirements shall make every effort not to create a layoff of a current classified employee.

ARTICLE 19
DISCIPLINARY ACTION

19. 1 The purpose of this Article is to support and/or correct behavior by an employee

that inhibits the safe and effective operations or the welfare of the District. Discipline shall be progressive in nature and commensurate to the offense. No person in the permanent classified service shall be suspended, demoted, or dismissed except for reasonable cause designated by this Article.

~~19.1~~ **19.2 Probationary Period:** A Classified employee shall serve a period of probation which shall be six (6) months in duration **commencing with their first day of paid employment.**

During the probationary period, a classified employee may be dismissed without cause.

19.3 Definitions:

a. **"Disciplinary action" is defined as purposeful action on the part of the District intended to modify and/or correct identified employee behavior. Such action may impact the employee through dismissal, suspension, demotion, or any reassignment, without his/her voluntary consent, except a layoff for lack of work or lack of funds.**
b. **"Dismissal" means separation, discharge, or permanent removal of an employee from his/her position for cause in accordance with the provision of the Education Code and this Article.**
c. **"Suspension" means a temporary removal of an employee from his/her position with loss of pay as a disciplinary measure. However, this provision should not be construed as preventing the Superintendent or Superintendent's designee from placing an employee on paid administrative leave while conducting an investigation into the charges.**
d. **"Without pay" shall mean a unit member's per diem wage not including fringe benefits.**
e. **"Demotion" means assignment to a position or status of lower pay without the employee's written voluntary consent.**
f. **"Representation" means all employees shall be notified of his/her entitlement to representation when the employer intends to invoke employee discipline.**

19.4 Permanent Classified Employees-Discipline and Dismissal:

~~Disciplinary Action:~~ The Superintendent or the **Superintendent's designee** ~~employee's immediate supervisor~~ may issue progressive discipline as enumerated below ~~written reprimands~~ to employees. Employees may request representation at any level of discipline. The ~~Governing Board~~ **District** may impose one or more of the following forms of **progressive** discipline on permanent classified employees. **Depending upon the egregiousness of the action/s necessitating discipline, progressive discipline steps may be skipped.** ~~In handling disciplinary matters, it is intended that the progressive steps be utilized:~~

Progressive Discipline:

A. **Informal verbal or written** ~~Verbal~~ warning
B. **Formal** written reprimand
C. Suspension **without pay**
D. Transfer or reassignment ~~when for cause without the employee's written consent.~~
E. Demotion **or dismissal**
~~F. Dismissal~~

~~19.2~~ **19.5** ~~Cause for Discipline:~~ The following are cause for the imposition of disciplinary action **in alignment with Board Policy 4118 and Education Code 44932e**:

A. Unauthorized absence
B. A conviction of violation of the penal law of the State of California
C. Conviction of a crime
D. Incompetence or inefficiency
E. Insubordination
F. Neglect of duty
G. Intoxication while on duty
H. Consumption of alcohol or illicit drugs while on duty
I. Unprofessional conduct
J. Violation of regulations of the District, State Law or Regulation
K. Negligent or willful damage to District property or waste of public supplies or equipment
L. Falsification of application
M. Willful violation of provisions of the contract
N. Dishonesty
O. Frequent unexcused tardiness
P. Rude and offensive treatment of Bellevue School District Students and/or Staff
Q. Evident unfitness for service
R. Failure to maintain licenses or certificates required for the job
S. Misappropriation of District funds or property
T. Sexual harassment

~~19.5~~ **19.6 Informal Verbal or Written Warning:**

It is agreed between the parties that disciplinary questions and/or issues are best resolved by means of objective discussion between the employee and his/her immediate supervisor(s) and, when applicable, the administrator immediately associated with the employee. The employee's immediate supervisor shall notify the employee of the discipline (e.g. verbal check in, email) The conversation and/or written warning shall make reference to District Policies, Rules and Regulations, Job Descriptions and the Unit Contract. A verbal warning may be memorialized in writing. The memorialization will not be placed in the employee's personnel file. (19.4.A) A unit member shall have the right to review any document placed in their personnel file and shall have up to ten (10) working days after review to provide a written response, which will be attached to the document being placed in the file.

19.7 Formal Discipline: ~~Disciplinary Action Notice: The Superintendent shall take disciplinary action to be taken against a permanent classified employee in accordance to the established progressive discipline process.~~ When taking disciplinary action per 19.2**4** C-~~F~~ **E**, the Superintendent **or designee** shall schedule a conference and present in writing a~~n Action Notice~~ **the disciplinary action to be taken against** ~~to~~ the permanent classified employee**. The document shall** ~~to~~ include ~~each of~~ the following:

~~A. A statement of the specific charges against the employee, including:~~

1. **The** ~~A statement in ordinary and concise language of the~~ specific acts and**/or** omissions upon which the disciplinary action is based **per District Policy and/or Administrative Regulation and/or any applicable laws or code pertaining to employee discipline.** ~~; and~~
2. ~~A statement of the cause for action taken. (If it is claimed that the employee has violated a District rule policy or regulation, that rule policy or regulation must be set forth.)~~

~~3. A statement of the~~ **2. D**isciplinary action which is being taken;

3. **Employee right to respond in writing within 5 working days to the discipline set forth in the document shared in the conference. The written response will be attached to the formal discipline document and placed in the employee's personnel file upon receipt of the employee's written response if no Request for a Hearing is made. If a Request for Hearing is made, the Written Response will be held until findings of the Hearing are made.**

~~B. A statement of the Employee's rights to a hearing on the charges;~~

~~C. A statement of the Timeframe within which the employee may request a hearing (which shall not be less than five a days after service of the notice to the employee).~~

The notice shall be accompanied by a form which, when returned by the employee, shall constitute a demand for hearing and a denial of all charges. The notice shall be effective either upon personal service or deposit with the U.S. Postal Service. Permanent classified employees shall have no less than five (5) days from receipt of the Action notice to request a hearing. Said hearing shall be heard by the Governing Board. Should the permanent classified employee fail to request a hearing within the designated timeline, then the disciplinary action taken be the Superintendent shall be considered accepted by the unit member and implemented as defined in the Action Notice.

No disciplinary action shall be taken for any cause which arose prior to the employee's becoming permanent, nor for any cause which arose more than two (2) years preceding the days of the filing of the notice of cause unless such cause was concealed or not disclosed the facts to the school officials.

19.8 Pre-Disciplinary "Skelly" Hearing: In any disciplinary action which will deprive a bargaining unit member of pay (unpaid suspension, demotion, or dismissal), the unit member may request a pre-disciplinary "Skelly" hearing. The unit member shall have up to five working days after service of the formal notice of disciplinary action to request a pre-disciplinary hearing. The pre-disciplinary hearing shall take place no less than five (5) working days after service of formal notice of disciplinary action and before a hearing before the Governing Board. The District shall designate a hearing officer, who shall be an employee of Bellevue Union School District, who is not involved in the disciplinary action being taken against the unit member. The hearing officer shall have the right to uphold, dismiss, or amend the proposed disciplinary action. The hearing officer shall provide their decision to the unit member no more than three (3) working days after the hearing is held.

~~19.2~~ **19.9 Request for Hearing Before Governing Board: The employee may request a Hearing before the Governing Board up to 5 working days after the Skelly Hearing decision has been rendered.** The hearing, if requested, ~~shall occur at the next scheduled regular meeting of the Governing Board unless said meeting is~~ **shall** be scheduled **no less** than five (5) days after **receipt** by the Superintendent **or Superintendent's designee** of the unit member's request for a hearing. The permanent classified employee shall have the right to be represented at the hearing. Should the employee decide to bring legal counsel other than a CSEA Representative, they must notify the Superintendent **or Superintendent's designee** of such representation no later than thirty-six (36) hours prior to the scheduled start of the hearing. If the employee fails to provide such notice, the Superintendent **or Superintendent's designee may**

postpone the hearing until the next regularly scheduled meeting of the Governing Board. The Superintendent **or Superintendent's designee** shall present the facts related to the charges, including the questioning of any relevant witness. The permanent classified employee, or their appointed representative, may also ask questions of any witness, provide their own witnesses and present any relevant information on their behalf.

~~19.3~~ **19.10 Hearing Decision:** The Governing Board shall deliberate in closed session. The Governing Board may call into closed session, any witness or hearing participant for the exclusive purpose of asking clarifying questions. Otherwise, no other member or the public of the district may participate in the governing Board's deliberations. The Governing board may:

1) uphold the charges and action by the Superintendent **or Superintendent's designee;**
2) uphold the charges and modify the action taken by the Superintendent **or Superintendent's designee;** ~~or~~
3) deny the charges and action taken by the Superintendent **or Superintendent's designee.**

The decision made by the Governing Board shall be final. The Governing Board shall communicate its decision to the employee in writing **no later than 10 days after the Hearing.** ~~and shall report its findings orally in open session.~~

ARTICLE 20
GRIEVANCE PROCEDURE

20.1 **Purpose:** This grievance procedure is intended to supplement, but not supplant, normal and usual procedures for solving personnel problems. It is intended to enhance personal communications between employee**s** and supervisors. ~~It is the intent of the parties to employ this grievance procedure after other means to satisfactorily solve problems have been unproductive.~~ **Grievances can only represent the process and procedures of the content of this Agreement; they cannot be filed for concerns or issues outside the purview of this agreement.**

Definitions:

20.1.1 A "grievance" is a claim by one or more employees or the CSEA of a violation or misapplication of a provision of this Agreement which personally and adversely affects the grieving employee or group of grieving employees.
20.1.2 An "employee" is a classified employee working in the CSEA bargaining unit.
20.1.3 A "working day" is any day where the central administrative offices of the District are open for business.
20.1.4 A "supervisor" is the member of management who supervises the grievant.
20.1.5 A "grievant" is an employee or employees asserting a **grievance**.
20.1.6 A "complaint" is an informal assertion that a provision of this Agreement has been misapplied or misinterpreted and the misapplication or misinterpretation adversely and directly affects the complainant.

20.2 Step 1- Informal Resolution:

20.2.1 Informal discussion of problems and a continuing interchange of views between employees and management who immediately supervise them is encouraged. Employees shall have the right to representation at such meeting. Job Representatives shall have scheduled release time for any such meeting. Management should attempt to resolve differences or dissatisfactions as soon as possible, but such resolutions must be in accordance with the provisions of the Agreement.

20.2.2 When an employee has a complaint, he/she shall request a conference with his/her supervisor to discuss the complaint. The supervisor shall grant the employee at least one (1) conference. Additional conferences should be prior to the initiation of Step (2), if it appears that the resolution of the complaint may be achieved by informal means. Both the complainant and the supervisor may invite other persons **with knowledge or a role specific to the Grievance,** including a representative of the Association, to attend these conferences~~.~~. **If** the complaint has not been satisfactorily resolved, the employee may invoke Step 2 of this procedure.

20.3 Step 2- Formal Written Procedure:

20.3.1 An employee may initiate a formal grievance by filing a completed grievance form with his/her immediate supervisor. Relevant information obtained during Step 1 may be asserted. Grievance information shall include: A description of the specific grounds of the grievance, including names, dates, and places necessary for a complete understanding of the grievance. Citations of the provision or provisions of this Agreement which are alleged to have been misinterpreted or misapplied. A listing of the reasons why the immediate supervisor's proposed resolution of the problem is unacceptable. A listing of the specific actions requested of the District which will afford remedy to the grievant. A request for a conference, if desired. If the supervisor or designated representative desires, he/she may request a conference at Step 2. The request must be granted. The grievant and the supervisor or his/her representative may request the presence of a representative or representatives at any meeting called in accordance with this section.

20.3.2 The Supervisor or his/her representative will hold a conference with the grievant within seven (7) working days after receipt of the written grievance.

20.3.3 The supervisor or his/her representative shall render a written decision to the grievant within ten (10) working days after the conference with the grievant. Information copies of the decision shall be sent by the supervisor to the Superintendent and to the Association.

20.4 Step 3- Superintendent:

20.4.1 If a grievance is not resolved in Step 1 or 2, the employee may request, in writing, a hearing before the Superintendent. The request shall be filed in the office of the Superintendent within ten (10) working days after receipt of the written decision at Step 2.

The Superintendent will hold a hearing within ten (10) working days after receipt of the request for hearing. The grievant may be represented by a representative

of his/her own choice.

The Superintendent will reply in writing within ten (10) working days after the closing of Step 3 hearing.

20.5 Step 4- Binding Arbitration:

20.5.1 If a grievance is not resolved in Step 1, 2, or 3, the Association may request, in writing, a hearing before an arbitrator. The request shall be filed in the office of the Superintendent within ten (10) working days after receipt of the written decision of the Superintendent at Step 3.

20.5.2 In case agreement is not reached regarding selection of an arbitrator, the State of California Mediation Conciliations Service will be requested to supply a list of arbitrators. The District and the Association shall strike names from the list until an arbitrator is selected.

20.5.3 The District and the Association will share equally the payment for the services and expenses of the arbitrator.

20.6 Powers and Limitation of the Arbitrator:

20.6.1 The arbitrator shall consider only those issues which have been properly carried through all prior steps of the grievance procedure.

20.6.2 The arbitrator shall afford District representatives and the grievant or his/her representatives involved, a reasonable opportunity to present evidence, witnesses, and arguments.

20.6.3 The jurisdictions of the arbitrator shall be confined to a determination of facts and the interpretation of this Agreement.

20.7 General Provisions:

20.7.1 Designation of representatives will be in writing. Such designation shall be entered on the grievance form at Step 2. **Both parties shall inform one another if there is a change in representatives and be responsible for ensuring that new representatives have any and all information in order to ensure continuity with the grievance process.**

20.7.2 No party may be required to discuss any grievance if his/her representative ~~in~~ **is** not present. The representative shall have release time to attend any such meeting.

20.7.3 The District will not agree to the resolution of a grievance at Step 2 or Step 3 of this procedure until the Association has received a copy of the grievance and the proposed resolution and has been given an opportunity to file a response.

An employee who wishes to have a grievance heard under this procedure must

initiate action within twenty (20) working days of the time he/she had knowledge, or should have had reasonable knowledge, of the act or omission giving rise to the grievance.

20.7.4 Time allowance**s** set forth in this grievance procedure may be extended only by mutual consent of the ~~grievance~~ **grievant** and the District.

20.7.5 Any grievance not appealed to the next step of the procedure within the prescribed time limits shall be considered settled on the basis of the answer given in the preceding step.

20.7.6 Grievance**s** involving an administrator above the principal or department head may be filed at Step 2.

20.7.7 Should the processing of any grievance require that an employee be release~~s~~**d** from his/her regular work station, he/she shall be released without loss of pay or benefits.

20.7.8 Grievance forms shall be provided by the District and made available by Association or by the principal's office.

20.7.9 No reprisal of any kind will be taken by or against any participant in the grievance procedure by reason of such participation.

20.7.10 A separate file will be maintained for grievances which will not be a part of the employee's personnel file.

ARTICLE 21
CLASSIFICATION/RECLASSIFICATION

21.1 The parties agree changing conditions may warrant classification/reclassification of positions and/or classes that are a part of the Bargaining Unit and both ~~. It is also recognized that both~~ **T**he District and CSEA have a vested interest in such reclassifications. The purpose of this article is to provide an orderly process to facilitate ~~meritorious~~ **such** reclassification**s**.

Classification means the placement of a newly approved classified position on the salary schedule.

~~Reclassification means the redefining of a position to account for changes in technology, duties or work that may alter the nature of the current classification.~~

Reclassification is a change in an individual's title and/or job description when duties being performed by the employee who currently occupies the position are inconsistent with their current classification.

When either party seeks to create a new classification or amend the job description of an existing classification, they will provide written notice of intent to the other party and the parties will meet to negotiate the proposed job

description.

~~Reclassification means the redefining of a position to account for changes in technology, duties or work that may alter the nature of the current classification~~

21.2 Procedures

21.2.1~~Anytime during the school year classification/reclassification may be requested by CSEA or BUSD for any position in the Bargaining Unit.~~ **Unit members may submit a Reclassification Request packet to Human Resources between January 1 and February 28.**

a. The request for **classification/**reclassification shall contain the following:
   1. The classification or position to be **classified/**reclassified
   2. The existing job description and salary placement **(if applicable)**
   3. The proposed job description and salary placement
   4. The basis for the **classification/**reclassification
   5. ~~If a position is reclassified and there is no incumbent, the job shall be posted~~

Classification/Reclassification requests shall be reviewed by a panel of one (1) District appointee, one (1) CSEA appointee, and a neutral party agreed upon by the District and CSEA.

The District will notify members of the unit the date, time, and location of the **classification/**reclassification meeting.

The District, CSEA and the unit member may present information to the panel.

The panel shall make a recommendation whether to adopt or reject a request for **classification/**reclassification~~/classification.~~

The panel shall make a recommendation whether to adopt or reject a request for **classification/**reclassification. All panel members shall sign the ~~decision~~ **recommendation**. ~~Only recommendations for approval shall be sent to CSEA and BUSD for negotiations.~~

~~12.2.2~~ **21.2.2** Any recommendation to adopt a request for classification/reclassification shall be the subject of negotiations between CSEA and BUSD. Following negotiations, an agreement for classification/reclassification will be ~~ratified~~ **subject to ratification procedures** by CSEA and brought to the BUSD Board of Trustees for approval. Following approval by CSEA and BUSD, the classification/reclassification will be implemented.

The recommendation shall be submitted to the Board by the Superintendent or designee for approval. The Board may approve or

reject the recommendation. If a recommendation is rejected, the unit member may not resubmit a request for classification/reclassification for two years.

Only recommendations for approval shall be sent to CSEA and BUSD for negotiations.

21.2.3 The District and CSEA will negotiate any impacts of an approved classification and/or job description approved and adopted by the Board.

21.2.4 Any unit member whose position is reclassified to a higher range shall be placed on the step of the new classification that provides at least **a** 5% salary increase.

21.2.5 In the case that a reclassification results in a decrease of pay, the member will be placed on the step that is equal or greater to their previous placement.

~~12.2.4 Any recommendation for a change in the job description shall be subject of negotiation between CSEA and BUSD. An agreement for changes in a job description will be ratified by SCEA and brought to the BUSD Board of Trustees for approval.~~

21.2.6 If a position is reclassified and there is no incumbent, the job shall be posted.

ARTICLE 24
REOPENER CLAUSE AND DURATION

~~24.1 Reopener: CSEA shall have the annual right to reopen the Agreement concerning Article 14 and Article 15 by giving written notice to the District. The Parties may negotiate any item or issues by mutual agreement.~~

~~24.2 During the term of this Agreement, each party shall be entitled to (the following reopeners: 2019-2020: Successor contract~~
~~2020-2021: Article 14 (Pay and Allowances) and Article 15 (Health and Welfare) plus one additional article per party. 2021-2022: Article 14 (Pay and Allowances) and Article 15 (Health and Welfare) plus one additional article per party.~~

~~24.3 Successor Contract: CSEA and the District manually agree to bargain prior to the expiration of the Agreement.~~

~~At the conclusion of negotiating a Successor Contract, the contract will be closed.~~

24.1 This agreement shall become effective on November 1, 2022 and shall remain in full force and effect until October 31, 2025. During the term of the agreement, both parties will have the right each school year to reopen on wages, health and welfare benefits, and one article of each party's choice.

For the District:

For CSEA:

Bellevue Union School District

Agenda Item for Board Meeting of June 27, 2023

Agenda Category: Action Item

Agenda Item Title: Consider Approval of the Revised Job Description for Director of Curriculum and English Language Learners to Director of Education Services

Prepared By: Stacy Spector, Director of Human Resources

Background:

Presented for consideration to the Bellevue Union School District Board of Trustees are minor revisions and a title change to the current job description of Director of Curriculum and English Language Learners to Director of Education Services.

The revisions represented in this job description include:

1. A new job classification title which more accurately reflects the comprehensive nature of the position to provide leadership and oversight of the District's educational program for all students.
2. A revised job description format that will be used for all new and updated positions coming before the Board. It meets requirements for non-discrimination policies, working conditions, and classification of exempt versus nonexempt employees.
3. Essential Job Functions of the position are categorized into areas of specific "Duties and Responsibilities"

The General Description of this position is as follows:

The Director of Education Services provides focused leadership, direction, coordination, supervision, monitoring and evaluation in the areas of curriculum, standards-based instruction and student assessment. This position is responsible for the vision, leadership and management of the district's instructional program, including English Learner programs; administration and interpretation of all local, state and federal statutes, rules, policies and administrative directions pertaining to student learning and assessment, and responsibility for implementing relevant components of the district's strategic plan and Local Control Accountability Plan (LCAP).

This position is currently filled.

Cost: No Additional cost

Recommended Action:

Review and Approve as presented.

Supporting Documents:

1. Job Description: Director of Education Services

Bellevue Union School District

Position Title:	Director of Education Services	**Department:**	Education Services
Status:	Exempt	**Classification:**	Certificated Management

Salary Range	Certificated Management Salary Schedule	**Work Calendar**	Certificated Management 216 Days

General Description

The Director of Education Services provides focused leadership, direction, coordination, supervision, monitoring and evaluation in the areas of curriculum, standards-based instruction and student assessment. This position is responsible for the vision, leadership and management of the district's instructional program, including English Learner programs; administration and interpretation of all local, state and federal statutes, rules, policies and administrative directions pertaining to student learning and assessment, and responsibility for implementing relevant components of the district's strategic plan and Local Control Accountability Plan (LCAP).

Organizational Relationships

Directly Responsible to:	Employee is a direct report to the Superintendent and serves as a member of the Superintendent's Cabinet.
Supervision Over:	Employee provides direct supervision to the District-based Family Engagement Coordinator (FEF) and District-based Teacher on Special Assignment (TOSA)

Essential Job Functions

Nothing in this description restricts management's right to assign/reassign duties and responsibilities for this job.

Duties and Responsibilities

- **Curriculum and Professional Development:**
  - Models a focus on learning and instructional practice by visiting classrooms regularly to inform professional development
  - Provides training and support for all site staff in the development and use of strong and effective Professional Learning Communities (PLCs)
  - Partners with the Director of Student Services in determining pathways for students to be successful in the least restrictive environment (LRE) and to support the design and implementation of a Multi-Tiered System of Support (MTSS) model and program to ensure access to, and success in, an instructional program, for all students
  - Facilitates the training and work of Teachers on Special Assignment (TOSAs) to model and support effective instructional practices in classrooms and school
  - Facilitates the evaluation, selection, approval, distribution and accounting of textbooks, supplemental materials, and related instructional materials
  - Coordinates with the Director of Technology to integrate educational technology, applications and resources to support improvement in curriculum and instructional practices
  - Plans and conducts professional development for individuals in small and large groups modeling effective adult learning strategies and practices, provides resources, professional development and supports for school and district leadership to develop understanding and application of appropriate second language instruction
- **Data, Assessment and Accountability:**
  - Oversees the coordination, implementation and evaluation of all local and state assessments (i.e. CAASPP, ELPAC, Physical Fitness Test (PFT), district benchmarks including program assessment and evaluation instruments)
  - Analyzes data and prepares reports required by local, state and federal authorities
  - Ensures adherence to all state and federal mandates such as Williams Compliance, trains and supports site staff for the School Plan for Student Achievement (SPSA) and School Accountability Report Card (SARC)
  - Directs, plans, implements and monitors the district's Master Plan for English Learners aligned with Common Core State Standards and all related English Language Acquisition programs
  - Collects and analyzes evidence and data that inform the allocation of resources necessary for EL students to be successful
  - Keeps abreast of current research and laws at a state and federal level regarding ELs in order to lead the district in best practices
- **Leadership:**
  - Executes vision and leadership to support student achievement and effective services by identifying best practices, developing and implementing strategic improvement plans, determining professional development areas, and supports the integration and alignment of all resources, programs, assessments, and staff in alignment with the district's Local Control Accountability Plan (LCAP), Common Core State Standards and with district goals and initiatives
  - Implements a focused mission to improve student achievement and the vision of the elements of school, curriculum, assessment and instructional practices that make high student achievement possible
  - Provides support and training to principals in effectively working with paraprofessionals, instructional assistants, and volunteers to support a robust instructional program
  - Represents the district at local, regional and state meeting, groups and functions related to English Learners

- Provides leadership, guidance and training for the District English Learner Advisory Committee (DELAC) and to the site English Learner Advisory Committee (ELAC)
- Coordinates with the Director of Human Resources and site staff to recruit, hire, and train bilingual certificated and classified personnel
- Partners with the Chief Business Official and the Director of Human Resources to identify and allocate budget and staffing needs related to LCAP goals

- **Management of Programs and Projects**:
  - Coordinates, supervises and evaluates Summer School, Intersession, District California Teacher Induction, Visual and Performing Arts (VAPA), physical education, Cool School After School program, and all EL services (i.e. identification process, integrated and designated ELD reclassification, and progress monitoring)
  - Works with Family Engagement Facilitators (FEFs) to coordinate parent/family programs and home/school communication

Job Qualifications

Education:	Bachelors and Masters in Educational Leadership or area commensurate with the expectations of the position from an accredited college or university
License/Certification	Valid California Administrative Services Credential (or ability to obtain one by date of employment), Valid California Teaching Credential (or out of state credential transfer), CLAD or BCLAD certification
Required Experience:	At least 5 years of successful teaching and/or professional development experience serving English Learners; at least 3 years of successful site and/or district leadership, demonstrated expertise in the curriculum design and evaluation of second language acquisition and culturally responsive pedagogy, literacy instruction and intervention with expertise in K-3 literacy, and research-based best practices rooted in education pedagogy, innovative instructional methods, adult learning practices and the use of data to inform and assess standards-based learning and instruction. Demonstration of appropriate professional and personal integrity, honesty and openness, and a code of ethics and confidentiality,
Preferred Experience:	Written and oral proficiency in both formal and informal Spanish
Knowledge, Skill and Ability:	Knowledge of the district's Strategic Plan and LCAP; district's policies and procedures; knowledge and skill in curriculum development; skill in interpersonal relations including conflict resolution, coaching and team building and the ability to communicate, interact and work effectively and cooperatively with all people, including those from diverse ethnic, educational, and ideological backgrounds; knowledge and skill in special programs; knowledge and skill in implementing effective management systems and to design and implement both short and long term plans; ability to make decisions and recommendations based upon an analysis of data, research, information, experience, sound judgment and discretion, ability to understand and navigate positional and personal politics; ability to develop and implement plans and projects that meet the goals and objectives of the district; ability to evaluate staff objectively and provide necessary resources to ensure professional growth; knowledge and skill in problem solving, the change process, and implementation strategies that demonstrate proven growth and results, ability to develop and monitor budgets and resources that are fiscally responsible and in service of improved student achievement

Work Environment:

Indoor office environment; continuous contact with staff. Contact with dissatisfied or abusive individuals. Willingness to work additional hours periodically; willing to travel locally. Consideration will be given to reasonable accommodation

Physical Characteristics:

Category	Activity (with or without the use of aids)
Vision	Sufficient vision to read volumes of printed material and/or text on computer screen
Speech	Sufficient ability to speak in an understandable voice with appropriate volume and clarity to be heard in normal conversational distance, on a teleconference/ telephone call and in large groups and public forums
Hearing	Sufficient hearing to conduct in person and teleconference/ telephone conversations and to engage in large group and public forums
Writing	Sufficient ability to write in a concise, clear and effective manner to have information and ideas understood
Mobility	Sufficient physical mobility to move about the building/district; to sit, stand and twist while working at computer station or in an office/classroom setting, and to drive a car
Technology	Sufficient ability to use technology (i.e. fax, printer, projectors, portable devices) to communicate

Pre-Employment Requirements:
Valid California Driver's License
Negative Tuberculosis Test
Fingerprint/Clearance

Bellevue Union School District does not discriminate on the basis of race, color, national origin, age, religion, political affiliation, gender, mental or physical disability, sex orientation, genetics, or any other basis protected by federal, state or local law, ordinance or regulation, in its educational program(s) or employment. No person shall be denied employment solely because of any impairment which is unrelated to the ability to engage in activities involved in the position(s) or program for which an application has been made.

Bellevue Union School District

Agenda Item for Board Meeting of June 27, 2023

Agenda Category: Review and Action

Agenda Item Title: Approval of Updated 2023-24 Board Meeting Dates

Prepared By: Michael Kellison, Superintendent

Background:
It is proposed that regular board meetings continue to be scheduled for one Tuesday each month, generally the third Tuesday of the month. All dates were scheduled to meet the required fiscal and HR reporting dates, as well as the holidays and school breaks.

The November Board Meeting date had a conflict with the Thanksgiving Break and has been moved one week earlier.

Recommended Action:
It is recommended that the Board of Trustees approve the Updated 2023-24 Board Meeting Dates

Supporting Documents:
Updated 2023-24 Board Meeting Dates

Bellevue Union School District

2023-24 Regular Board Meeting Dates

August 15, 2023 – 3rd Tuesday

September 12, 2023 – 2nd Tuesday

October 17, 2023 – 3rd Tuesday

November 14, 2023 – 2nd Tuesday

~~November 21, 2023 – 3rd Tuesday~~

December 12, 2023 – 2nd Tuesday

January 16, 2024 – 3rd Tuesday

February 20, 2024 – 3rd Tuesday

March 12, 2024 –2nd Tuesday

April 16, 2024 – 3rd Tuesday

May 21, 2024 – 3rd Tuesday

June 18, 2024 – 3rd Tuesday

Bellevue Union School District

Agenda Item for Board Meeting

Agenda Category: Review and Action

Agenda Item Title: Ratification of Bills and Warrants

Background:
Warrants issued since the last regularly scheduled Board meeting are submitted for ratification.

Recommended Action:
It is recommended the Board ratify these warrants.

Supporting Documents:
Payroll Totals
Board Report of Checks

Bellevue Union School District
2022-2023
May Payroll Totals

Manual Payroll	**5/18/2023**	
Certificated		-
Classified		-
Total		-
Regular Payroll	**5/31/2023**	
Certificated		875,519.00
Classified		433,907.34
Total		1,309,426.34
Supplemental Payroll	**6/9/2023**	
Certificated		90,471.10
Classified		42,776.30
Total		133,247.40
Total:		1,442,673.74

Checks Dated 05/10/2023 through 06/23/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1961192	05/10/2023	4 Imprint	01-5800	Staff Appreciation		378.78
1961193	05/10/2023	RosevilleTermite & Pest Contro l	01-5800	Pest Management Services		780.00
1961194	05/10/2023	Ameriflex	01-5800	DO: FSA Admin Fee 6 Employees	52.35	
			01-5858	DO: FSA Admin Fee 6 Employees	7.65	60.00
1961195	05/10/2023	Aramark Uniform Services	01-4380	Linen Services	496.13	
			13-5800	Linen Services	66.87	563.00
1961196	05/10/2023	Becoming Independent	01-5800	BUSD Shredding Services		80.00
1961197	05/10/2023	Buchanan Food Service	13-4710	OPEN PO :-B.V. Food for Food Svc	1,087.30	
				OPEN PO: TM Food for Food Svc	1,222.71	
				OPEN PO: MV Food for Food Svc	531.18	2,841.19
1961198	05/10/2023	AT & T	01-5911	Open PO CALNET3		154.20
1961199	05/10/2023	Clover Stornetta Farms Inc	13-4715	BV- Student Milk	1,395.50	
				KW- Student Milk	969.50	
				MV- Student Milk	1,135.00	
				TM- Student Milk	1,059.50	4,559.50
1961200	05/10/2023	Coastline Distributors, Inc	13-4710	OPEN PO- BV - Fruit & Vegetable	326.00	
				OPEN PO- MV - Fruit & Vegetable	496.00	
				OPEN PO- TM - Fruit & Vegetable	879.00	1,701.00
1961201	05/10/2023	EDU Healthcare	01-5100	Speech and Language Services		3,675.00
1961202	05/10/2023	ESP & Alarm Inc.	01-5805	Open PO BV Monthly Patrols	375.00	
				Open PO KS/ELC Monthly Patrols	750.00	
				Open PO MV Monthly Patrols	375.00	
				Open PO TM Monthly Patrols	375.00	1,875.00
1961203	05/10/2023	Fishman Supply Co	01-4350	Copy Paper	1,155.32	
			01-4370	M&0: Custodial Supplies@BV	357.97	
				M&O: Custodial Supplies @ TM	1,774.97	
				M&O; Custodial Supplies @ KW	1,504.35	4,792.61
1961204	05/10/2023	Friedman's Home Improvement	01-4380	TM: OPEN PO for Supplies	32.17	
			01-4390	Open PO General Dist Maint	245.79	277.96
1961205	05/10/2023	Gardeners Aid, Inc.	01-5800	OPEN PO- Equip Repair		207.36
1961206	05/10/2023	GIRLS ON THE RUN NORTH BAY	01-5800	Learning Program		2,713.00
1961207	05/10/2023	Gold Star Foods, Inc.	13-4710	OPEN PO BV Food Supply	6,184.38	
				OPEN PO MV Food Supply	5,699.73	
				OPEN PO TM Food Supply	4,514.83	16,398.94
1961208	05/10/2023	Greenacre Homes	01-5100	NPS: JB		4,729.48
1961209	05/10/2023	Hardware Tech Inc.	01-4380	Open PO- Maint Service all sites		40.00
1961210	05/10/2023	The Home Depot Pro	01-4380	Home Depot		335.12

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

Checks Dated 05/10/2023 through 06/23/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1961211	05/10/2023	Lakeshore Learning	01-4390	Classroom Supplie ELOP	3,823.53	
				Classroom Supplies	5,987.16	
				Classroom Supplies ELOP	1,524.85	
				Student Supplies ELOP	4,932.24	16,267.78
1961212	05/10/2023	Lattice Educational Services	01-5800	NPS: J.C 2022/2023		6,133.32
1961213	05/10/2023	Learning Without Tears	01-4390	Classroom Supplies		917.44
1961214	05/10/2023	MBS Engineering Inc	21-6200	TM Water Isolations Valve Replacement		12,734.70
1961215	05/10/2023	Monoprice	01-4344	OPEN PO: IT Supplies		59.91
1961216	05/10/2023	Pace Supply Corp Cust #02188-00	01-4380	Open PO-Pace Supply		378.89
1961217	05/10/2023	Presence Learning Inc	01-5800	Speech & Psych Services		45,226.01
1961218	05/10/2023	Really Good Stuff	01-4390	Classroom Supplies		2,522.40
1961219	05/10/2023	Recology Sonoma Marin	01-5560	BV- Garage & Recycling Pick up	728.38	
				KW/ELC- Garage & Recycling	943.08	
				MV: Garage & Recycling Pick up	790.02	
				TM- Garage & Recycling	943.08	3,404.56
1961220	05/10/2023	Redwood Pediatric Therapy Asso	01-5800	Occupational Therapy Services		14,848.29
1961221	05/10/2023	Ridgeview Builders Inc	21-6200	MPR & Office Improvements		556,086.41
1961222	05/10/2023	Scholastic Inc Education	01-4390	Classroom Supplies		877.62
1961223	05/10/2023	School Health Corporation	01-4390	Open PO Medical Supplies		627.06
1961224	05/10/2023	School Specialty LLC	01-4240	Classroom Supplies	419.52	
			01-4390	Classroom Supplies	1,882.29	2,301.81
1961225	05/10/2023	Sonoma County Office Of Educat ion	01-5100	School Couseling Services		13,770.00
1961226	05/10/2023	Soliant	01-5100	LPN & SLPA Services		18,062.00
1961227	05/10/2023	TCG Admin FBO Bellevue USD	01-5860	403/Calstrs fees		80.00
1961228	05/10/2023	The Birch Agency Inc	01-5800	Speech & Language Services		9,600.00
1961229	05/10/2023	Wyatt Irrigation Supply	01-4390	M&O: Irrigation Supplies		335.30
1962035	05/12/2023	Sandhu, Kulbir	01-4390	Classroom Supplies		292.96
1962036	05/12/2023	Boyce, Caroline S	01-4310	Classroom Supplies		300.00
1962037	05/12/2023	Walker, Jean K	01-4310	Supplies	79.72	
			01-4397	Supplies	168.25	247.97
1962038	05/12/2023	Goodin, Sarah R	01-4397	Food		39.96
1962039	05/12/2023	Edson, Kathryn R	01-4310	Classroom Supplies		293.76
1962040	05/12/2023	Jaimes Perez, Lucelene	01-4310	Various Supplies		310.78
1962041	05/12/2023	Maram-Mccullough, Denise	01-4397	Staff Appreciation Lunch Order		651.46
1962042	05/12/2023	Jacobson, Margaret	01-4310	Various Event / Supplies	365.80	
			01-4397	Snacks	175.13	540.93
1962043	05/12/2023	Romo-Flores, Aracely	01-4390	Various Event/Meetings		504.58

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 05/10/2023 through 06/23/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1962044	05/12/2023	Sheffler, Elysa K	01-4310	Classroom Supplies		295.42
1962045	05/12/2023	Tolks, Theodore	01-4390	Basketball Refs		50.00
1962046	05/12/2023	Synyard, Julie A	01-4397	TOSA Meetings		39.28
1962047	05/12/2023	Carinalli Barnes, Gina	01-4310	Art Supplies		42.09
1962048	05/12/2023	Caven, Gennifer A	01-4397	Classroom Supplies	259.69	
			01-5200	Travel - Mileage	126.02	385.71
1962049	05/12/2023	RosevilleTermite & Pest Contro l	01-5800	Pest Management Services		585.00
1962050	05/12/2023	Department Of Justice Accounting Office Cashier Unit	01-5862	Open PO for DO- Fingerprinting		1,381.00
1962051	05/12/2023	Emerald LLC	01-5800	Behavioral Services: DW	7,999.44	
				Behavioral Services: JR	4,629.02	
				Behavioral Services: JV	4,079.99	
				Behavioral Services: LW	4,359.89	
				Behavioral Services: RSV	2,131.54	
				Behavioral Consultation	423.36	
				SDC Behavioral Assistant	9,458.49	33,081.73
1962052	05/12/2023	Environmental Pump Services, Inc.	13-5800	Open PO-Grease Trap Service		150.00
1962053	05/12/2023	Lakeshore Learning	01-4390	Classroom Supplies		4,002.69
1962054	05/12/2023	Mentors Moving & Storage	01-5800	Delivery Cirriculum to all school sites		500.00
1962055	05/12/2023	Oak Grove Construction Inc	21-6200	TM Courtyyard		11,706.00
1962056	05/12/2023	Oriental Trading Company Inc.	01-4310	Cougar Fest		1,474.01
1962057	05/12/2023	Paradigm Healthcare Services	01-5800	Contracted service for Medical Billing 2022/2023		626.51
1962058	05/12/2023	Thomsen Inspection Services	21-6200	Demolition & Construction		16,560.00
1962059	05/12/2023	Scholastic Book Clubs	01-4390	Classroom Supplies		581.22
1962060	05/12/2023	School & College Legal Service Sonoma County Office of Ed.	01-5823	OPEN PO - Legal Services 2022/2023		6,478.00
1962061	05/12/2023	School Specialty LLC	01-4390	SDC Supplies		45.78
1962062	05/12/2023	Super Duper® Publications	01-4310	Speech & Language Therapy		183.31
1962063	05/12/2023	Verizon	01-5800	Support Internet Service		226.07
1962764	05/17/2023	Anderson, Suzanne M	01-5200	Glad Training Mileage		167.22
1962765	05/17/2023	Albritton, Susan M	01-4310	Classroom Supplies		187.00
1962766	05/17/2023	Evans, Kelly M	01-4310	Classroom Supplies		300.00
1962767	05/17/2023	Solbakken, Amber F	01-4310	Classroom Supplies		300.00
1962768	05/17/2023	Advanced Security Systems-SR	01-5800	KW : Fire Monitoring		226.50
1962769	05/17/2023	Aramark Uniform Services	01-4380	Linen Services	2,754.34	
			13-5800	Linen Services	815.15	3,569.49
1962770	05/17/2023	Jubilee Jumps	01-5600	Family Engagement		498.95

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Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1962771	05/17/2023	Jubilee Jumps	01-5600	Family Engagement		987.40
1962772	05/17/2023	AT&T Mobility	01-5911	Open PO for Emergency Phone # 8341		255.33
1962773	05/17/2023	AT & T	01-5911	Open PO CALNET3		19.42
1962774	05/17/2023	Character Strong	01-5200	Conference		2,036.60
1962775	05/17/2023	Crown Awards	01-4310	ELPAC Medals	322.78	
				Promotion Award	415.90	738.68
1962776	05/17/2023	Discovery Office Systems	01-5840	DO: SF5130 RiscoGraph Consumption Fee		199.21
1962777	05/17/2023	Document Tracking Services, LLC	01-5840	LCAP & SARC Support		3,293.00
1962778	05/17/2023	East Bay Restaurant Supply	13-5800	Storage Rack		1,855.83
1962779	05/17/2023	Environmental Pump Services, Inc.	13-5800	Open PO-Grease Trap Service		175.00
1962780	05/17/2023	Fishman Supply Co	01-4310	Copy Paper	1,674.05	
			01-4370	M&O: Custodial Supplies @ TM	288.68	1,962.73
1962781	05/17/2023	Friedman's Home Improvement	01-4390	Open PO General Dist Maint		161.90
1962782	05/17/2023	Grainger	01-5800	Open PO:Maintenace Supplies		163.64
1962783	05/17/2023	Great America Financial Svcs	01-5858	OPEN PO-Postbase 45 mail machine	2.27	
			01-5950	OPEN PO-Postbase 45 mail machine	134.29	136.56
1962784	05/17/2023	Lakeshore Learning	01-4390	Classroom Supplies		4,511.80
1962785	05/17/2023	LandCare	21-6200	Remove existing vegitation		46,830.00
1962786	05/17/2023	Math For Love LLC	01-5800	Summer School Math		7,816.84
1962787	05/17/2023	Office Depot Inc	01-4310	Curriculum Training	613.72	
				Lit Para Supplies	288.41	
				Office Supplies	907.53	
				SDC Classroom Supplies	203.73	
			01-4350	3rd Grade Class/Office Supplies	67.48	
				OPEN PO- District Office Supplies	446.28	
			01-4390	Classroom Supplies	61.12	
			01-5800	Safety Vest	72.26	2,660.53
1962788	05/17/2023	Pace Supply Corp Cust #02188-00	01-4380	Open PO-Pace Supply		193.26
1962789	05/17/2023	PG&E	01-5520	Open PO -PG & E 2022/2023		818.92
1962790	05/17/2023	Really Good Stuff	01-4390	Classroom Supplies		13.10
1962791	05/17/2023	Riverside Assessments LLC	01-4310	SPed Assessment		360.00
1962792	05/17/2023	School Specialty LLC	01-4310	SDC Preschool Supplies		350.71
1962793	05/17/2023	The Rental Place	01-4390	6th grade Promotion		4,850.88
1962794	05/17/2023	US Bank Equipment Finance	01-5840	Contract Number : 500-0683047-000		2,546.67
1962795	05/17/2023	Writing by Design	01-4390	Summer school Curriculum		4,325.69
1963635	05/19/2023	Jacobson, Margaret	01-4310	Classroom Supplies	239.38	
			01-4397	Teacher Appreciation	73.86	313.24

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1963636	05/19/2023	Spector, Stacy L	01-4397	Negotiation Meals/Staff Appreciation		602.97
1963637	05/19/2023	Lay, Sarah	01-4310	Class Magnets		5.23
1963638	05/19/2023	ATDLE	01-5800	Dual Language Immersion program		4,000.00
1963639	05/19/2023	Office Supplies by the Case	01-4310	Book Room		264.29
1963640	05/19/2023	Culligan of Sonoma County	01-5800	OPEN PO :Drinking Water 5 Gallon		49.45
1963641	05/19/2023	Discount School Supply	01-4390	Classroom Supplies		1,879.11
1963642	05/19/2023	Lakeshore Learning	01-4310	Classroom Supplies	165.74	
			01-4390	Classroom Supplies	186.34	352.08
1963643	05/19/2023	Lozano Smith, LLP	01-5823	Open PO-Legal Fees 22/23		11,436.52
1963644	05/19/2023	Oriental Trading Company Inc.	01-4310	Prizes		470.81
1963645	05/19/2023	PaperDirect	01-4310	Graduations Holders	235.88	
				Mini Award jackets	85.17	321.05
1963646	05/19/2023	Really Good Stuff	01-4310	Classroom Supplies		124.14
1963647	05/19/2023	School Health Corporation	01-4390	Open PO Medical Supplies		12.01
1963648	05/19/2023	School Specialty LLC	01-4390	Classroom Supplies		3,227.79
1964185	05/24/2023	Tolks, Theodore	01-4310	Students Supplies		142.38
1964186	05/24/2023	Castillejos, Miriam N	01-4397	Ambassador Celebration		53.46
1964187	05/24/2023	ALan S Cox Ameriprints	01-5862	FingerPrint Service		580.00
1964188	05/24/2023	Aramark Uniform Services	01-4380	Linen Services	377.08	
			13-5800	Linen Services	106.51	483.59
1964189	05/24/2023	Advanced Reproduction Center	01-5800	Open PO-ARC- Copies 2022/2023		621.30
1964190	05/24/2023	BFEOW	01-5823	Legal Fees		10,927.10
1964191	05/24/2023	Environmental Pump Services, Inc.	13-5800	Open PO-Grease Trap Service		200.00
1964192	05/24/2023	Fishman Supply Co	01-4310	DO: All School Site Paper Order	274.34	
			01-4370	M&0: Custodial Supplies@BV	2,303.00	
				M&O; Custodial Supplies @ DO	.91	2,578.25
1964193	05/24/2023	Friedman's Home Improvement	01-4390	Open PO General Dist Maint		38.72
1964194	05/24/2023	Hardware Tech Inc.	01-4380	Open PO- Maint Service all sites		80.00
1964195	05/24/2023	Heinemann	01-4390	Summer School Curriculum		111,564.95
1964196	05/24/2023	Home Depot USA INC	01-4380	Home Depot		180.45
1964197	05/24/2023	Office Depot Inc	01-4350	OPEN PO- District Office Supplies		191.39
1964198	05/24/2023	Pace Supply Corp Cust #02188-00	01-4380	Open PO-Pace Supply		167.84
1964199	05/24/2023	PCD	01-5840	IT Repairs		438.00
1964200	05/24/2023	Really Good Stuff	01-4390	Classroom Supplies		491.29
1964201	05/24/2023	RGM Kramer Inc	21-6200	Extra Services for Furniture Bid	3,088.50	
				RGMK CM Services Agreement KS Modernization	20,000.00	23,088.50
1964202	05/24/2023	Roy's Sewer Service Inc	01-5800	OPEN PO: Sewer & Storm		455.00

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1964203	05/24/2023	Santa Rosa, City Of	01-5530	Open PO for Water bill BV	839.21	
				Open PO for Water bill KW	1,564.27	
				Open PO for Water bill TM	2,237.83	
			01-5560	Open PO for Water bill MV & LC	1,398.79	6,040.10
1964204	05/24/2023	SoftChoice Corporation	01-5845	Annual Subscription		5,108.12
1964205	05/24/2023	WhiteStar Group	01-5823	Legal Fees		7,380.00
1964985	05/26/2023	Pennacchio, Antonio	01-4310	Classroom Supplies		300.00
1964986	05/26/2023	Craig, Nina S	01-4310	Staff Appreciation	144.85	
				Winter Wonderland	57.66	
			01-4390	Events	76.72	
			01-4397	Event	90.75	
				Parent Night	63.95	
				Safe School Ambassador	226.07	
				Staff Appreciation	225.12	
				Staff Appreciaton	29.00	914.12
1964987	05/26/2023	Martin, Nada	01-4310	Student Supplies		55.15
1964988	05/26/2023	Synyard, Julie A	01-4397	Leadership Meeting		45.96
1964989	05/26/2023	Anova Education & Behavior	01-5800	Bahavior & Speech Occupational Therapy: B.T		5,324.56
1964990	05/26/2023	Buchanan Food Service	13-4710	OPEN PO :-B.V. Food for Food Svc	1,147.13	
				OPEN PO: TM Food for Food Svc	1,608.72	
				OPEN PO: MV Food for Food Svc	527.24	3,283.09
1964991	05/26/2023	California's Valued Trust	01-9578	June 2023		177,802.79
1964992	05/26/2023	Clover Stornetta Farms Inc	13-4715	BV- Student Milk	1,183.00	
				KW- Student Milk	918.00	
				MV- Student Milk	1,060.50	
				TM- Student Milk	1,165.50	4,327.00
1964993	05/26/2023	Coastline Distributors, Inc	13-4710	OPEN PO- BV - Fruit & Vegetable	607.25	
				OPEN PO- MV - Fruit & Vegetable	697.30	
				OPEN PO- TM - Fruit & Vegetable	767.30	2,071.85
1964994	05/26/2023	David Kerr	01-5800	Chorus Instruction to BUSD Students		1,275.00
1964995	05/26/2023	East Bay Restaurant Supply	01-5800	Oven		13,964.29
1964996	05/26/2023	EDU Healthcare	01-5100	Speech and Language Services		7,350.00
1964997	05/26/2023	TIAA Bank	01-5600	DO:Agreement For SF-5130 Account # 20415329-1		279.68
1964998	05/26/2023	Food Equipment Repair Service	01-5800	BV Kitchen		595.15
1964999	05/26/2023	Friedman's Home Improvement	01-4380	KW: OPEN PO for Supplies	19.41	
			01-4390	Open PO General Dist Maint	93.12	112.53

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Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1965000	05/26/2023	Gold Star Foods, Inc.	13-4710	OPEN PO BV Food Supply	13,610.39	
				OPEN PO MV Food Supply	4,983.48	
				OPEN PO TM Food Supply	3,865.44	22,459.31
1965001	05/26/2023	The Home Depot Pro	01-4380	Home Depot		53.24
1965002	05/26/2023	Language People	01-5803	ELC- OPEN PO Interpreting services		2,939.78
1965003	05/26/2023	PLTW	01-4310	OPEN PO : PLTW Supplies		950.00
1965004	05/26/2023	Revolution Foods PBC	13-5100	Meals for KS, TM & BV		20,562.00
1965005	05/26/2023	Santa Rosa Plain Groundwater S ustainabilty Agency	01-5530	Well Water Fee		280.00
1965006	05/26/2023	Scholastic Classroom Magazines	01-4390	Reading Books		245.70
1965007	05/26/2023	Soliant	01-5100	LPN & SLPA Services		16,482.00
1965008	05/26/2023	Taylor Mountain School	01-4390	Basketball Ref's		150.00
1965009	05/26/2023	The Birch Agency Inc	01-5800	Speech & Language Services		9,600.00
1965010	05/26/2023	Tobii Dynavox LLC	01-4310	Boardmaker 7		285.58
1965718	06/02/2023	Anderson, Suzanne M	01-4397	Food and supplies		575.94
1965719	06/02/2023	Walker, Jean K	01-4397	Staff Appreciaton		141.65
1965720	06/02/2023	Mulligan-Hirsch, Susan E	01-5800	Staff Appreciaton		346.24
1965721	06/02/2023	Kampmann, Tiffany M	01-4310	Classroom Supplies		300.00
1965722	06/02/2023	Rushing Hart, Moriah F	01-4390	Staff Appreciation & Conferenc Plcemats		180.13
1965723	06/02/2023	Gomez, Maria T	01-5201	May 2023 Mileage Reimbursement		166.64
1965724	06/02/2023	Brown, Hugh C	01-4310	Students Supplies		300.00
1965725	06/02/2023	Kellison, Michael J	01-4397	April Board/ Amazon		82.34
1965726	06/02/2023	Spector, Stacy L	01-4397	Negotiations	206.54	
				Negotiations CSEA	240.63	447.17
1965727	06/02/2023	Advanced Security Systems-SR	25-5800	Service Call Repair & Replacement		296.31
1965728	06/02/2023	Aramark Uniform Services	01-4380	Linen Services	402.18	
			13-5800	Linen Services	79.41	481.59
1965729	06/02/2023	Arcworks LLC	01-5200	Data Drops		1,734.11
1965730	06/02/2023	CA Mathematics Council	01-5800	Membership		90.00
1965731	06/02/2023	AT & T	01-5911	Open PO CALNET3		284.03
1965732	06/02/2023	Castino Restaurant Equipment & Supply, Inc.	01-5800	Cart for Cafe		1,193.50
1965733	06/02/2023	Clover Stornetta Farms Inc	13-4715	BV- Student Milk	317.50	
				KW- Student Milk	388.00	
				MV- Student Milk	440.50	
				TM- Student Milk	581.50	1,727.50
1965734	06/02/2023	Coastline Distributors, Inc	13-4710	OPEN PO- BV - Fruit & Vegetable	368.00	
				OPEN PO- MV - Fruit & Vegetable	490.25	

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1965734	06/02/2023	Coastline Distributors, Inc		OPEN PO- TM - Fruit & Vegetable	252.50	1,110.75
1965735	06/02/2023	Emerald LLC	01-5800	Behavioral Services: DW	1,948.51	
				Behavioral Services: JR	4,359.89	
				Behavioral Services: JV	2,583.64	
				Behavioral Services: LW	4,413.72	
				Behavioral Services: RSV	2,077.66	
				SDC Behavioral Assistant	9,610.02	24,993.44
1965736	06/02/2023	Fishman Supply Co	01-4370	M&O: Custodial Supplies @ TM		2,758.25
1965737	06/02/2023	Friedman's Home Improvement	01-4390	Open PO General Dist Maint		203.63
1965738	06/02/2023	Gold Star Foods, Inc.	13-4710	OPEN PO BV Food Supply	2,825.32	
				OPEN PO MV Food Supply	1,158.67	
				OPEN PO TM Food Supply	1,703.98	
			13-5800	CAFE: Food Storage	33.75	5,721.72
1965739	06/02/2023	Heinemann	01-4390	Summer School Curriculum		10,312.65
1965740	06/02/2023	Innovative Screen Printing	01-4390	Basketball Jerseys		1,281.84
1965741	06/02/2023	Kenneth Charles Schwinn	01-5800	Home School Services		2,500.00
1965742	06/02/2023	Sally J Yates dba Kids Hear	01-5800	Nursing Services 2022/2023		10,300.00
1965743	06/02/2023	Learning Dynamics	01-4390	Summer School Materials		3,320.00
1965744	06/02/2023	North Bay Children's Center	12-5100	Sub Contract FY 2022/2023		122,944.76
1965745	06/02/2023	Office Depot Inc	01-4310	Office Supplies	94.27	
			01-4350	OPEN PO- District Office Supplies	186.89	
			01-4390	Summer School Supplies	3,187.60	3,468.76
1965746	06/02/2023	Pace Supply Corp Cust #02188-00	01-4380	Open PO-Pace Supply		8.70
1965747	06/02/2023	PLTW	01-4310	OPEN PO : PLTW Supplies		4,756.20
1965748	06/02/2023	Marylou Herrera DBA Red Light Learning	01-5803	Translation Service		125.40
1965749	06/02/2023	Ridgeview Builders Inc	21-6200	MPR & Office Improvements		606,499.91
1965750	06/02/2023	Roberta Jue	01-5800	Speech & Language Services		8,800.00
1965751	06/02/2023	Santa Rosa, City Of	01-5560	Open PO for Water bill MV & LC		120.00
1965752	06/02/2023	School Specialty LLC	01-4390	Classroom Supplies		1,861.02
1965753	06/02/2023	Sonoma County Office Of Educat ion	01-5800		41,341.00	
				2022/2023 Teachers Induction Program	1,750.00	43,091.00
1965754	06/02/2023	SHI International Corp	01-5800	POS Devices		7,836.40
1965755	06/02/2023	TLCD Architecture	21-6200	Window replacement Professional Services		2,850.00
1965756	06/02/2023	TLCD Architecture	21-6200	Contract Amendment for 2022		6,122.00
1965757	06/02/2023	TLCD Architecture	21-6200	Contract Amendment for 2022		482.50
1965758	06/02/2023	US Bank	01-5800	District Credit Card	2,629.50	
			13-5800	District Credit Card	1,162.81	3,792.31

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1965759	06/02/2023	WEX BANK	01-4362	DO : Fuel Card		557.02
1965760	06/02/2023	Wyatt Irrigation Supply	01-4390	M&O: Irrigation Supplies		371.50
1966667	06/07/2023	Corwin, Karen L	01-4310	Classroom Supplies		252.48
1966668	06/07/2023	Craig, Nina S	01-4240	Charges for Speaker	21.82	
			01-4310	Instructional Materials	135.47	
				SPED	145.44	
				Staff Appreciation	470.40	
				Student Incentives	15.40	
			01-4350	Staff Appreciation	394.51	
			01-4390	Elite Socks-Staff Appreciation	780.57	
			01-4397	CPI-PD	48.42	
				parent engagement	78.10	
				Parent Night	175.92	
				Volunteer Appreciation	272.41	2,538.46
1966669	06/07/2023	DesChenes, Mary E	01-4310	Classroom Supplies		300.00
1966670	06/07/2023	Soriano Castellanos, Wuelby	01-4397	Cougar Fest		454.34
1966671	06/07/2023	Flores Casares, Amy	01-4310	Prizes for Carnival	21.15	
				Prizes for Testing	59.10	
				Stickers for water bottles	10.13	
				Student Supplies	37.35	
				Supplies	39.80	
			01-4350	Envelopes for Reclassification	16.38	
			01-4397	Double bubble Gum	7.99	
				Gum for Students	39.97	231.87
1966672	06/07/2023	Duncan, Laurel N	01-4240	Classroom Supplies		20.99
1966673	06/07/2023	Trombetta, Joseph R	01-4310	PE Supplies		295.54
1966674	06/07/2023	Pelot, Nora K	01-4310	Drawing Books	55.29	
				Expo Markers	21.55	
			01-4350	Bag of Ziplocks	11.92	88.76
1966675	06/07/2023	Barajas Contreras, Magali	01-4310	Classrrom Supplies	244.17	
			01-4397	Classroom Supplies	50.14	
				Cougar Fest	255.69	550.00
1966676	06/07/2023	Caven, Gennifer A	01-4397	Classroom Supplies	23.11	
				Classroom Supplies/Food	47.51	
				Students	28.83	99.45
1966677	06/07/2023	Aramark Uniform Services	01-4380	Linen Services	240.25	
			13-5800	Linen Services	241.34	481.59

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1966678	06/07/2023	Becoming Independent	01-5800	BUSD Shredding Services		80.00
1966679	06/07/2023	AT & T	01-5911	Open PO CALNET3		117.90
1966680	06/07/2023	Decker Inc Decker Equipment/School Fix	01-4380	OPEN PO - Parts Only		111.16
1966681	06/07/2023	EDU Healthcare	01-5100	Speech and Language Services		2,940.00
1966682	06/07/2023	ESP & Alarm Inc.	01-5805	Open PO BV Monthly Patrols	375.00	
				Open PO KS/ELC Monthly Patrols	750.00	
				Open PO MV Monthly Patrols	375.00	
				Open PO TM Monthly Patrols	375.00	1,875.00
1966683	06/07/2023	Fishman Supply Co	01-4370	M&0: Custodial Supplies@BV	5,271.13	
				M&O: Custodial Supplies @ ELC	512.51	
				M&O: Custodial Supplies @ TM	121.67	
				M&O; Custodial Supplies @ MV	2,092.72	7,998.03
1966684	06/07/2023	Friedman's Home Improvement	01-4380	TM: OPEN PO for Supplies	107.83	
			01-4390	Open PO General Dist Maint	61.72	169.55
1966685	06/07/2023	GigaKom	01-5840	Erate Switches		7,367.84
1966686	06/07/2023	GIRLS ON THE RUN NORTH BAY	01-5800	Learning Program		3,963.00
1966687	06/07/2023	Maria Gabriela Porter	01-5800	Speech Services for Preschool Program		12,183.08
1966688	06/07/2023	Mentors Moving & Storage	01-5800	General Moving Services		480.00
1966689	06/07/2023	SPARK Creativity LLC	01-5800	Art, Music		21,600.00
1966690	06/07/2023	Ninyo & Moore Consultants	21-6200	Modernization Materials/Special Inspections Servs		8,427.00
1966691	06/07/2023	PG&E	01-5520	Open PO -PG & E 2022/2023		2,242.59
1966692	06/07/2023	Lockbox Bartley Pump PMLLC	25-5800	Open PO -Bartley Pump		1,212.43
1966693	06/07/2023	Pylon Communications LLC	01-5911	IT: Telephone Service 2022/23		2,862.69
1966694	06/07/2023	Regina Rosenzweig	01-5200	Glad Training		1,700.00
1966695	06/07/2023	RGM Kramer Inc	21-6200	Extra Services for Furniture Bid	1,230.00	
				RGMK CM Services Agreement KS Modernization	20,000.00	21,230.00
1966696	06/07/2023	RGM Kramer Inc	21-6200	Extension Of Agreement/ Construction Mgmt Services		105.00
1966697	06/07/2023	School Specialty LLC	01-5800	Flag		44.16
1966698	06/07/2023	Sherry Trainor	01-5800	Home/Hospital Instruction: L.P		1,583.34
1966699	06/07/2023	Soliant	01-5100	LPN & SLPA Services		9,356.00
1966700	06/07/2023	TCG Admin FBO Bellevue USD	01-5860	403/Calstrs fees		80.00
1966701	06/07/2023	The Birch Agency Inc	01-5800	Speech & Language Services		3,840.00
1966702	06/07/2023	Verizon	01-5800	Support Internet Service		306.07
1966703	06/07/2023	West County Transportation	01-5833	Field Trip	248.89	
				Field Trip # 29002	361.09	

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Checks Dated 05/10/2023 through 06/23/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1966703	06/07/2023	West County Transportation		Field Trip # 29335,29336,29337,29338	657.68	
				Field Trip # 30316	306.60	
				Field Trip # 30416 & 30417	305.22	
				Field Trip # 30458 & 30459	539.48	2,418.96
1966704	06/07/2023	Wyatt Irrigation Supply	01-4390	M&O: Irrigation Supplies		202.12
1967704	06/09/2023	Discount School Supply	01-4390	Classroom Supplies		954.62
1967705	06/09/2023	EDU Healthcare	01-5100	Speech and Language Services		3,675.00
1967706	06/09/2023	Estrellita	01-4390	DI Summer School		5,437.20
1967707	06/09/2023	Fishman Supply Co	01-4370	M&O; Custodial Supplies @ KW		2,419.56
1967708	06/09/2023	Friedman's Home Improvement	01-4390	Open PO General Dist Maint		17.24
1967709	06/09/2023	Greenacre Homes	01-5100	NPS: JB		233.64
1967710	06/09/2023	John Deere Financial	01-5800	Open PO- Maint and Grounds		333.08
1967711	06/09/2023	Lattice Educational Services	01-5800	NPS: J.C 2022/2023		5,292.57
1967712	06/09/2023	Math For Love LLC	01-5800	Summer School Curriculum		3,350.00
1967713	06/09/2023	Really Good Stuff	01-4390	Classroom Supplies		1,171.14
1967714	06/09/2023	RGM Kramer Inc	21-6200	Extra Services for Furniture Bid	555.00	
				RGMK CM Services Agreement KS Modernization	20,000.00	20,555.00
1967715	06/09/2023	RGM Kramer Inc	21-6200	Extension Of Agreement/ Construction Mgmt Services		1,295.00
1967716	06/09/2023	School Specialty LLC	01-4390	Classroom Supplies	133.72	
			01-5800	ESSER Supplies	1,770.58	1,904.30
1967717	06/09/2023	Soliant	01-5100	LPN & SLPA Services		9,830.00
1967718	06/09/2023	The Birch Agency Inc	01-5800	Speech & Language Services		4,800.00
1969322	06/16/2023	O'Brien, Rosalba	01-4310	School Supplies		166.80
1969323	06/16/2023	Bethel, Suzanne	01-4310	Student Supplies	156.29	
				Students Supplies	95.28	251.57
1969324	06/16/2023	Simpson, Natascha	01-4240	Students Supplies		225.70
1969325	06/16/2023	Anderson, Suzanne M	01-5200	Training		142.14
1969326	06/16/2023	Diaz, Sophia C	01-4310	Students Supplies		300.00
1969327	06/16/2023	Maclean, Amber M	01-4240	Students Supplies		300.00
1969328	06/16/2023	Duval, Jacinda	01-4310	Students		101.91
1969329	06/16/2023	Craig, Nina S	01-4397	6th grade Promotion		136.27
1969330	06/16/2023	Colombo-Stuart, Cara	01-4310	Students Supplies		129.95
1969331	06/16/2023	Soriano Castellanos, Wuelby	01-4310	Student Supplies		300.00
1969332	06/16/2023	Flores Casares, Amy	01-4397	6th grade promotion		138.11
1969333	06/16/2023	Duncan, Laurel N	01-4310	Name Plate		30.56
1969334	06/16/2023	Maram-Mccullough, Denise	01-4240	Teacher Appreciation	522.40	

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Checks Dated 05/10/2023 through 06/23/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1969334	06/16/2023	Maram-Mccullough, Denise	01-4310	Food & Stuff Materials	466.38	
				Various items	331.66	
				Zip Lock bags	58.96	
			01-4397	Staff Appreciation	277.35	
				Staff Lunch	62.22	
				Students, Training, Appreciation, Workshop	461.98	2,180.95
1969335	06/16/2023	Jacobson, Margaret	01-4397	Students Supplies		709.31
1969336	06/16/2023	McBride, Emma	01-4240	Students Supplies		266.87
1969337	06/16/2023	Sosa, Vicente	01-4310	Students Supplies		296.16
1969338	06/16/2023	De Souza, Gloria	01-4310	Students Supplies		300.00
1969339	06/16/2023	Kellison, Michael J	01-4397	Food & Drinks for Leadership Meeting		37.29
1969340	06/16/2023	Tolks, Theodore	01-4310	Students Supplies		300.00
1969341	06/16/2023	Partida, Yvanna A	01-4310	Portfolio folders	21.84	
				Student Supplies	143.78	165.62
1969342	06/16/2023	Caven, Gennifer A	01-4310	Traders Joes		22.91
1969343	06/16/2023	Lay, Sarah	01-4310	Class Pizza Party		21.74
1969344	06/16/2023	Ameriflex	01-5800	DO: FSA Admin Fee 6 Employees	52.36	
			01-5858	DO: FSA Admin Fee 6 Employees	7.64	60.00
1969345	06/16/2023	Buchanan Food Service	13-4710	OPEN PO: TM Food for Food Svc		50.30
1969346	06/16/2023	Clover Stornetta Farms Inc	13-4715	KW- Student Milk	193.50	
				TM- Student Milk	110.00	303.50
1969347	06/16/2023	Coastline Distributors, Inc	13-4710	OPEN PO- MV - Fruit & Vegetable	240.25	
				OPEN PO- TM - Fruit & Vegetable	674.45	914.70
1969348	06/16/2023	David Kerr	01-5800	Chorus Instruction to BUSD Students		1,650.00
1969349	06/16/2023	Department Of Justice Accounting Office Cashier Unit	01-5862	Open PO for DO- Fingerprinting		739.00
1969350	06/16/2023	EDU Healthcare	01-5100	Speech and Language Services		735.00
1969351	06/16/2023	Fishman Supply Co	01-4370	M&O; Custodial Supplies @ MV		1,379.95
1969352	06/16/2023	Gold Star Foods, Inc.	13-4710	OPEN PO BV Food Supply	18.80	
				OPEN PO MV Food Supply	73.79	
				OPEN PO TM Food Supply	1,866.31	1,958.90
1969353	06/16/2023	Gopher	01-4390	Summer School Equipment		313.74
1969354	06/16/2023	Great America Financial Svcs	01-5858	OPEN PO-Postbase 45 mail machine	2.26	
			01-5950	OPEN PO-Postbase 45 mail machine	134.30	136.56
1969355	06/16/2023	Lakeshore Learning	01-4310	K-1 Classroom		6,092.65
1969356	06/16/2023	Office Depot Inc	01-4350	OPEN PO- District Office Supplies		161.94
1969357	06/16/2023	Redwood Pediatric Therapy Asso	01-5800	Occupational Therapy Services		15,306.21
1969358	06/16/2023	Revolution Foods PBC	13-5100	Meals for KS, TM & BV		22,620.10

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ESCAPE ONLINE

Checks Dated 05/10/2023 through 06/23/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1969359	06/16/2023	Sonoma County Office Of Educat ion	01-5100	School Couseling Services		27,030.00
1969360	06/16/2023	Sierra School Eq Co.	25-5800	Classroom Partition		3,070.00
1969361	06/16/2023	Soliant	01-5100	LPN & SLPA Services		7,152.00
1969362	06/16/2023	US Bank Equipment Finance	01-5840	Contract Number : 500-0683047-000		2,546.67
1969813	06/21/2023	ATDLE	01-5200	Conference Professional Development		675.00
1969814	06/21/2023	Discovery Office Systems	01-5840	DO: Service Contract all sites 2022/2023		6,643.87
1969815	06/21/2023	Emerald LLC	01-5100	Consultation Services	235.20	
				NP C.R	11,778.07	
				NP D.S	3,251.07	
			01-5800	Behavioral Services: DW	2,432.97	
				Behavioral Services: JR	5,597.88	
				Behavioral Services: JV	753.56	
				Behavioral Services: LW	4,090.76	
				Behavioral Services: RSV	3,164.91	
				SDC Behavioral Assistant	5,541.25	36,845.67
1969816	06/21/2023	Environmental Pump Services, Inc.	13-5800	Open PO-Grease Trap Service		150.00
1969817	06/21/2023	Fishman Supply Co	01-4310	Special ED ESY		705.21
1969818	06/21/2023	Friedman's Home Improvement	01-4390	Open PO General Dist Maint		38.37
1969819	06/21/2023	Golden State Electric	01-5800	Electrical General Services		4,086.85
1969820	06/21/2023	Greenacre Homes	01-5100	NPS: JB		5,668.17
1969821	06/21/2023	The Home Depot Pro	01-4380	Home Depot		109.96
1969822	06/21/2023	I.T.S.	01-5100	Counseling & Guidance : P.S	579.38	
				Counseling Guidance; JLL	579.38	
				Counseling Guidance; JR	347.63	
				Individual Counseling: O.S	579.38	2,085.77
1969823	06/21/2023	Mentors Moving & Storage	01-5800	General Moving Services		933.33
1969824	06/21/2023	Ralph's Auto & Truck Services	01-5800	OPEN PO- Districts Truck Services		412.55
1969825	06/21/2023	Recology Sonoma Marin	01-5560	BV- Garage & Recycling Pick up	728.38	
				KW/ELC- Garage & Recycling	943.08	
				MV: Garage & Recycling Pick up	790.02	
				TM- Garage & Recycling	943.08	3,404.56
1969826	06/21/2023	Regina Rosenzweig	01-4310	GLAD Training		850.00
1969827	06/21/2023	Spurr	01-5510	Open PO Spurr		6,165.25
1969828	06/21/2023	Andrew DeVeny	01-5800	Music Consultant		24,200.00
1969829	06/21/2023	AT&T Mobility	01-5911	Open PO for Emergency Phone # 8341		255.33
1969830	06/21/2023	AT & T	01-5911	Open PO CALNET3		24.29
1969831	06/21/2023	Cmrs-fp	01-5950	Open PO-District Postage		1,500.00

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Checks Dated 05/10/2023 through 06/23/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1969832	06/21/2023	Rodney Justin Cook Cook Fire Protection	13-5800	TM-Kitchen Hood Fire Suppression System		208.99
1969833	06/21/2023	Discount School Supply	01-4390	Classroom Supplies		2,730.42
1969834	06/21/2023	Fagen Friedman & Fulfrost LLP	01-5200	Legal Training		705.00
1969835	06/21/2023	Friedman's Home Improvement	01-4390	Open PO General Dist Maint		156.62
1969836	06/21/2023	Gold Star Foods, Inc.	13-4710	OPEN PO BV Food Supply		1,589.29
1969837	06/21/2023	Office Depot Inc	01-4390	Summer School Supplies		64.72
1969838	06/21/2023	Really Good Stuff	01-4310	Classroom Supplies		97.39
1969839	06/21/2023	SHI International Corp	01-5845	Workspace For Education Std		4,800.00
1969840	06/21/2023	The Birch Agency Inc	01-5800	Speech & Language Services		2,880.00
1969841	06/21/2023	West County Transportation	01-5100	Open PO-Special Ed. Transportation	162,701.73	
			01-5833	Field Trip # 28655	689.96	
				Field Trip # 29269	699.29	
				Field Trip # 30535	121.54	
				Field Trip 30506	144.83	
				Field Trip 30570	191.62	164,548.97
1970566	06/23/2023	Duncan, Laurel N	01-4310	Classroom Supplies	186.08	
				Graduation supplies	59.65	245.73
1970567	06/23/2023	Partida, Yvanna A	01-4310	Supplies		33.64
1970568	06/23/2023	Synyard, Julie A	01-4397	Profession Development		201.98
1970569	06/23/2023	RosevilleTermite & Pest Contro l	01-5800	Pest Management Services		1,170.00
1970570	06/23/2023	Anova Education & Behavior	01-5800	Bahavior & Speech Occupational Therapy: B.T		6,165.28
1970571	06/23/2023	Aramark Uniform Services	01-4380	Linen Services	1,309.32	
			13-5800	Linen Services	1,364.36	2,673.68
1970572	06/23/2023	Atlas Tree Surgery, Inc.	01-5800	Tree Work		9,804.00
1970573	06/23/2023	BFEOW	01-5823	Legal Fees		4,005.00
1970574	06/23/2023	AT & T	01-5911	Open PO CALNET3		284.22
1970575	06/23/2023	Clover Stornetta Farms Inc	13-4715	ESY 2023/2024 Summer School		858.00
1970576	06/23/2023	Culligan of Sonoma County	01-5800	OPEN PO :Drinking Water 5 Gallon		119.90
1970577	06/23/2023	Discovery Office Systems	01-5840	DO: Service Contract all sites 2022/2023		1,804.68
1970578	06/23/2023	TIAA Bank	01-5600	DO:Agreement For SF-5130 Account # 20415329-1		279.68
1970579	06/23/2023	Facility One	25-6200	Work order & Mapping System		1,977.60
1970580	06/23/2023	Fishman Supply Co	01-4370	M&O: Custodial Supplies @ TM		49.80
1970581	06/23/2023	Friedman's Home Improvement	01-4390	Open PO General Dist Maint		100.37
1970582	06/23/2023	Grainger	01-5800	Open PO:Maintenace Supplies		488.53
1970583	06/23/2023	Hardware Tech Inc.	01-4380	Open PO- Maint Service all sites		601.00
1970584	06/23/2023	The Home Depot Pro	01-4380	Home Depot		120.55

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Checks Dated 05/10/2023 through 06/23/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1970585	06/23/2023	Lozano Smith, LLP	01-5823	Open PO-Legal Fees 22/23		9,250.09
1970586	06/23/2023	Office Depot Inc	01-4350	OPEN PO- District Office Supplies		59.73
1970587	06/23/2023	Presence Learning Inc	01-5800	Speech & Psych Services		78,924.07
1970588	06/23/2023	Recology Sonoma Marin	01-5560	BUS BARN: -Garage		1,027.89
1970589	06/23/2023	RGM Kramer Inc	21-6200	Ball Wall Project	950.00	
				Extra Services for Furniture Bid	2,191.00	
				RGMK CM Services Agreement KS Modernization	20,000.00	23,141.00
1970590	06/23/2023	RGM Kramer Inc	21-6200	Extension Of Agreement/ Construction Mgmt Services		555.00
1970591	06/23/2023	Santa Rosa, City Of	01-5530	Open PO for Water bill BV	839.21	
				Open PO for Water bill KW	1,620.69	
				Open PO for Water bill TM	1,933.76	
			01-5560	Open PO for Water bill MV & LC	1,376.85	5,770.51
1970592	06/23/2023	School Specialty LLC	01-4310	Classroom Supplies		183.91
1970593	06/23/2023	Sonoma County Office Of Educat ion	01-5823	Retainer 2022/2023		1,976.50
1970594	06/23/2023	Soliant	01-5100	LPN & SLPA Services		3,760.00
1970595	06/23/2023	TK Elevator Corporation	25-5800	Open PO-State Mandated Semi-Annual Inspection		1,283.41
				Total Number of Checks	**356**	**3,003,873.70**

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	308	1,393,186.26
12	Child Development Fund	1	122,944.76
13	Cafeteria Fund	32	121,634.91
21	Building Fund	17	1,358,268.02
25	Capital Facilities Fund	5	7,839.75
	Total Number of Checks	**356**	3,003,873.70
	Less Unpaid Tax Liability		.00
	Net (Check Amount)		**3,003,873.70**

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Bellevue Union School District
June 27, 2023

8. Consent Calendar

8.1. Contracts:
8.1.1. KidsHear Service Agreement
8.1.2. Service Agreement with Red Light Learning for Translation Services for 2023-24
8.1.3. Renaissance (DnA & Lalilo) Annual Subscription Renewal for 2023-2024
8.2. Acknowledge Donations/Grants
8.2.1. Amando & Elizabeth Flores, books for BUSD schools in honor of Kathy Mullins, $100
8.2.2. Denise & Jimmy Hass, books for BUSD schools in honor of Kathy Mullins, $50
8.2.3. An anonymous donor, books for BUSD schools in honor of Kathy Mullins, $125
8.3. Board Policy Manual Revisions per California School Boards Association (CSBA) Update Recommendations: 2nd Reading (1st reading: May 16, 2023)
8.4. Board Meeting Minutes
8.4.1. Regular Board Meeting Minutes May 16, 2023
8.5. Board Personnel Transaction Form

Recommended Action:
It is recommended that the Board of Trustees approve the agenda items on the Consent Calendar.

Supporting Documents:
Backup documentation for each item on the Consent Calendar.

AGREEMENT BETWEEN KIDS HEAR AND BELLEVUE UNION SCHOOL DISTRICT

This Agreement is made and entered into between the Bellevue Union School District and KIDS HEAR according to the following conditions:

1. KIDS HEAR agrees to furnish services as described within this contract to the Bellevue Union School District for the period between the following date(s): August 11, 2023 through May 31, 2024.

2. For such services rendered, the School District agrees to pay $107,000.00

3. Further provisions of this agreement shall include:

   A. Kids Hear invoices for services will be itemized and submitted in accordance with condition (2) above before payment can be processed.

   B. Services rendered for charges incurred beyond the intent of this Agreement must be provided for by a separate agreement countersigned by the authorized representatives of all parties before any payments are made. Kids Hear will itemize invoices for requested and agreed upon services (not listed in Exhibit A) at a rate of $700.00 per day.

   C. It is further understood that Kids Hear shall perform the services indicated above as an Independent contractor and not as an employee, officer or agent of all districts.

   D. Services to be provided by KIDS HEAR under agreement shall consist of State mandated health services and other agreed upon health services. (See Attachment A)

   E. Bellevue Union School District agrees to provide the continued support of school personnel to assure the implementation of mandated services.

      1. Bellevue District agrees to provide a qualified bilingual assistant, to work under the direction of and with the Nurse to complete various medical and administrative duties to include translation services as required by the Nurse.

   F. The District and Kids Hear shall comply with all Health Insurance Portability and Accountability Act (HIPPA) Privacy guidelines as required by law.

   G KIDS HEAR shall maintain at all times during the life of this contract General Liability and Medical Malpractice Insurance of not less than $1,000,000 per occurrence and $6,000,000 aggregate of the contractor and subcontractors arising out of or in connection with this contract, written on a comprehensive general liability form.

      1. Bellevue Union School District will be listed as additional insured on professional liability policy

   H. Coverage provided by this policy shall not be reduced or cancelled without thirty (30) days written notice given to the districts by certified mail.

   I. Documentation of insurance shall be submitted to the District and approved prior to execution of this agreement:

4. This agreement may be terminated by either party without cause upon thirty (30) days written notice by either party. In the event District elects to terminate the Agreement, it shall pay Consultant for services rendered to such date as set forth by written notice.

By: _____
Michael Kellison
Superintendent
Bellevue Union School District

Date: 5/25/23

By: _____
Sally Yates RN, PHN CSN
Owner
Kids Hear

Date: 5/25/23

AGREEMENT BETWEEN KIDS HEAR AND BELLEVUE SCHOOL DISTRICT

EXHIBIT A

SERVICES PROVIDED

1. Hearing and Vision screening of students Pre-school through sixth grade following State Guidelines of frequency and age groups

2. Complete and File State Hearing Report. (State Mandated)

3. Immunization Record review, assure compliance with state regulations and file State Immunization Report (State Mandated) for all students attending Bellevue Union School District

4. Kindergarten Oral Health review, assure compliance with state regulations and file Oral Health Report.

5. First Grade Physical Exam review, assure compliance with state regulations and file First Grade Physical Exam Report.

6. I.E.P. Related Activities to include Initial Vision and Hearing Exams for Pre-School children entering into the Bellevue District as needed.

7. Health Records Initiation/Update for all age groups serviced by the Bellevue Union School District.

8. Health Information and Health Services Coordination

9. Case Management for children with ongoing Medical needs.

10. Specialized Physical Health Care Procedures Management

12. Supervision of Medication Administration

13. Supervision of First Aid,

14. Maintenance of Medi-Cal Billing and Medi-Cal Administrative Activities Records

Red Light Learning

May 23, 2023

Independent Contractor Service Agreement

This is an AGREEMENT between the Bellevue Union School District, hereinafter called "District" and MaryLou Herrera, hereinafter called "Contractor" dba as *Red Light* Learning. The contractor agrees to provide the following services to the District Office in accordance with the terms and conditions listed below:

Nature of services: Translation Services

Date(s) of service: July 2023 –June 2024

Estimated Total for the 2023-2024 School Year: $2,500.

Fee: $35.00 per hour of work or fraction thereof

Independent Contractor Business Name and Address:

Red Light Learning
3718 Sundale Road
Lafayette, CA 94549
herrm@pacbell.net

Contractor's Signature

District Administrador's Signature

Renaissance

Subscription Renewal

PO Box 8036, Wisconsin Rapids, WI 54495-8036
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Quote #: RPRNQ2934695
Reference ID: 607198
Subscription Ends: 6/30/2023

Bellevue Union School District - 371361
3150 Education Drive
Santa Rosa, CA 95407-2767
Contact: Aracely Romo-Flores - (707) 542-5197
Email: aromoflores@busd.org

Quote Summary	
School Count: 4	
Renaissance Products & Services Total	$20,166.90
Applied Discounts	$(1,363.44)
Shipping and Processing	$0.00
Sales Tax	$0.00
Grand Total	**USD $18,803.46**

This quote includes: DnA and Lalilo.

By signing below, Customer:

- acknowledges that the Person signing this Quote is authorized to do so;
- agrees that this Quote, any other quotes issued to Customer during the Subscription Period and Customer and its Authorized Users access to and use of the Products and Services are subject to the Renaissance Terms of Service and License located at https://doc.renlearn.com/KMNet/R62416.pdf which are incorporated herein by reference;
- acknowledges receipt of the Notice of Renaissance's Practices Relating to Children's Online Privacy https://docs.renaissance.com/R63870 directed to you as the school official responsible for authorizing the use of the Renaissance Products and Services in the educational context; and,
- consents on behalf of parents/legal guardians to the collection, use, and disclosure of the personal information of children under the age of 13 with respect to use of the Renaissance Products and Services, as described in Renaissance's Children's Online Privacy Notice https://docs.renaissance.com/R63871

To accept this offer and place an order, please sign and return this Quote.
Renaissance will issue an invoice for this Quote on the earlier of (a) the date You specify below or (b) the day before Your Subscription Period starts (Invoice Date). If You require a purchase order, You agree to provide one to Renaissance at least 15 days before the Invoice Date. You also agree to pay the invoice within 30 days of the Invoice Date.

Please check here if your organization requires a purchase order prior to invoicing: [ ]

Renaissance Learning, Inc.	Bellevue Union School District - 371361
Ted Wolf	By:
Name: Ted Wolf	Name:
Title: VP - Corporate Controller	Title:
Date: 6/23/2023	Date:
	Invoice Date:

Email: electronicorders@renaissance.com

If your billing address is different from the address at the top of this Quote, please add that billing address below.
Bill To:

If changes are necessary, or additional information is required, please contact your account executive at (800) 338-4204, Thank You.

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Renaissance

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www.renaissance.com

Quote #: RPRNQ2934695

Renaissance

Subscription Renewal

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Quote #: RPRNQ2934695

All quotes and orders are subject to availability of merchandise. This Quote is valid for 60 days from the date under Renaissance's signature. Professional development expires one year from purchase date. Alterations to this quote will not be honored without Renaissance approval. Please note: Any pricing or discount indicated is subject to change with alterations to the quote. Tax has been estimated and is subject to change without notice. Unless you provide Renaissance with a valid and correct tax exemption certificate applicable to your purchase of product and the product ship-to location, you are responsible for sales and other taxes associated with this order.

United States government and agency transactions into Arizona: The Tax or AZ-TPT item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Arizona Transaction Privilege Tax ('TPT'). The incidence of the TPT is on Renaissance Learning for the privilege of conducting business in the State of Arizona. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Hawaii residents only: Orders shipped to Hawaii residents will be subject to the 4.166% (4.712% O'ahu Is.) Hawaii General Excise tax. United States government and agency transactions into Hawaii: The Tax or General Excise Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Hawaii General Excise Tax. The incidence of the General Excise Tax is on Renaissance Learning for the privilege of conducting business in the State of Hawaii. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

New Mexico residents only: Orders shipped to New Mexico residents will be subject to the 5.125% (Location Code: 88-888) Gross Receipts tax. United States government and agency transactions into New Mexico: The Tax or Gross Receipts Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the New Mexico Gross Receipts Tax. The incidence of the Gross Receipts Tax is on Renaissance Learning for the privilege of conducting business in the State of New Mexico. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply. Starting July 1, 2021 New Mexico requires sellers to collect tax on the state and local rate. This varies depending on the city and county.

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Subscription Renewal

Quote #: RPRNQ2934695

Quote Details

Bellevue Union School District - 371361

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
Inspect Plus	07/01/2023 - 06/30/2024	1,485	$2.34	$0.00	$3,474.90
DnA, Software License	07/01/2023 - 06/30/2024	1,485	$5.20	$0.00	$7,722.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	$0.00	$0.00	$0.00
Bellevue Union School District Total				**$0.00**	**$11,196.90**

Bellevue Elementary School - 285654

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
Lalilo Subscription	07/01/2023 - 06/30/2024	135	$15.00	$(307.80)	$1,717.20
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	$0.00	$0.00	$0.00
Bellevue Elementary School Total				**$(307.80)**	**$1,717.20**

Kawana Elementary School - 285601

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
Lalilo Subscription	07/01/2023 - 06/30/2024	150	$15.00	$(342.00)	$1,908.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	$0.00	$0.00	$0.00
Kawana Elementary School Total				**$(342.00)**	**$1,908.00**

Meadow View Elementary School - 1057477

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Applications					
Lalilo Subscription	07/01/2023 - 06/30/2024	150	$15.00	$(342.00)	$1,908.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	$0.00	$0.00	$0.00

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Federal I.D. 39-1559474
www.renaissance.com

Subscription Renewal

Quote #: RPRNQ2934695

Meadow View Elementary School Total	**$(342.00)**	**$1,908.00**

Taylor Mountain Elementary - 2437142					
Products & Services	**Subscription Period**	**Quantity**	**Unit Price**	**Discount**	**Total**
Applications					
Lalilo Subscription	07/01/2023 - 06/30/2024	163	$15.00	$(371.64)	$2,073.36
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	$0.00	$0.00	$0.00
Taylor Mountain Elementary Total				**$(371.64)**	**$2,073.36**

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BUSD May 16, 2023 Board Meeting Minutes

1. Open Session 5:30 P.M.

   The Board Meeting of the Bellevue Union School District Board of Trustees was called to order at 5:32 pm by Lisa Reyes, Trustee, in person at the Bellevue Union School District Office.

   1.1. Call To Order

   1.2. Public Comment on Closed Session AgendaN/A

2. Adjourn to Closed session 5:32 P.M.

   2.1. Closed Session Agenda
   - 2.1.1. Consideration of Student Matter – Confidential Matter Involved §35146
     - 2.1.1.1. Interdistrict Attendance Permit Appeals
   - 2.1.2. Public Employment §54957
   - 2.1.3. Public Employee Performance Evaluation §54957
     - 2.1.3.1. Superintendent
   - 2.1.4. Conference With Labor Negotiator §54957.6
   - 2.1.5. Conference With Legal Counsel – Existing Litigation (Gov. Code §54956.9(d)(1))
     - 2.1.5.1. Case Name Unspecified: Disclosure of case name would jeopardize existing settlement negotiations

3. Reconvene To Open Session at Taylor Mountain Elementary School MPR: 6:30 P.M.

   3.1. BUSD Student Marimba Performance

4. Reconvene to District Office Board Room after Marimba Performance at 6:49pm

   4.1. Flag Salute: John Jarvis led the flag salute.

Members Present:	Lisa Reyes, John Jarvis, Adele Walker, Jamie Padilla, Irene Rosario, and Michael Kellison
Members Absent:	None
Late Arrivals:	None
Early Departures:	None
District Office Staff Present:	Michael Kellison, Moriah Hart, Chris Kim, Tracy Whitaker, Stacy Spector, Ryan Green, Bill Jereb
Others Present:	See Sign in

4.2. Report on Closed Session — Interdistrict Approved on appeal for 2023-24 only, must resubmit annually for review

4.3. Consider Agenda Adjustment — NA

5. Public Comment: — Dan Levitis - Easing barriers to volunteering

6. Discussion
   6.1. Student Services Update, Tracy Whitaker, Director Student Services
   6.2. Board Policy Manual Revisions per California School Boards Association (CBSA) Update Recommendations 1st Reading, Michael Kellison, Superintendent

7. Action

7.1. On a motion by John Jarvis, second by Adele Walker, the Board approved Resolution No. 21: The 2023 Multi-Jurisdictional Hazard Mitigation Plan

Action: Approved

Vote	5	Ayes
	0	Noes
	0	Absent

7.2. On a motion by Jamie Padilla, second by Irene Rosario, the Board approved the Memorandum Of Understanding between the COOL School Expanded Learning programs at the Napa County Office of Education (NCOE) and the Bellevue Union School District (BUSD) for the 2023 – 2024 School Year + 2024 Summer Programming

Action: Approved

Vote	5	Ayes
	0	Noes
	0	Absent

7.3. Ratification of Bills and Warrants

Payroll Totals

Manual Payroll 04/18/2023

Certificated	(3,900.00)
Classified	-
	(3,900.00)

Regular Payroll 04/28/2023

Certificated	880,540.52
Classified	428,410.16
Total	1,308,950.68

Supplemental Payroll 5/10/2023

Certificated	72,306.40
Classified	18,082.93
	90,389.33

Total: 1,395,440.01

Accounts Payable Totals:

Fund Description	Expensed Amount
01 General Fund	1,122,009.81
12 Child Development Fund	119,587.79
13 Cafeteria Fund	71,827.84
21 Building Fund	42,941.95
25 Cap Facilities Fund	11,529.27
Total Payables	$1,367,901.65

On a motion by Adele Walker, second by Jamie Padilla, the Board ratified the Bills and Warrants.

Action: Approved

Vote	5	Ayes
	0	Noes
	0	Absent

8. Consent Calendar

8.1. Contracts:
- 8.1.1. Renewal - Aeries Student Information System
- 8.1.2. Guided Language Acquisition Design (GLAD)
- 8.1.3. Agreement with Andrew DeVeny to Provide Music Program (Joy of Singing, 6th grade Digital Music & Songwriting) for 2023-24
- 8.1.4. Play Marimba Programs LLC to Provide Music Program for 2023-24
- 8.1.5. Renewal - School & College Legal Services Agreement

8.2. Board Meeting Minutes
- 8.2.1. Special Board Meeting Minutes April 25, 2023
- 8.2.2. Regular Board Meeting Minutes April 18, 2023
- 8.2.3. Special Board Meeting Minutes April 18, 2023

8.3. Acknowledge Donations/Grants

8.3.1. American Endowment Foundation - Ms. Margo Norman, books for BUSD schools in honor of Kathy Mullins, $250
8.3.2. James and Jody Fairfield, books for BUSD schools in honor of Kathy Mullins, $50
8.3.3. Skeeter Canevari, books for BUSD schools in honor of Kathy Mullins, $25
8.3.4. Paul & Susan Reichardt, books for BUSD schools in honor of Kathy Mullins, $60
8.4. Interdistrict Requests 2022-23
8.5. Interdistrict Requests 2023-24
8.5.1. Board Personnel Transaction Form

On a motion by Jamie Padilla, second by John Jarvis, the Board approved the Consent calendar

Action: Approved

Vote	5	Ayes
	0	Noes
	0	Absent

9. Reports

9.1. California School Employees Association, Chapter 501
N/A

9.2. Bellevue Education Association

Becky Hansen BEA Co-President -

Good evening members of the board and Superintendent Kellison,

Well, we made it to the middle of May and the countdown is officially on. 10 more school days until summer break!

On behalf of BEA, we want to publicly thank John Jarvis for his service and dedication to BUSD. You joined our board during a rough patch of financial turmoil, fires, and then Covid. Throughout it all, you have always put our students' needs first and we so appreciate your passion and support. You will be missed, but we wish you the best of luck in your next endeavor.

I wanted to share a personal note with you all. Last week, I had the opportunity to join our 6th graders at Outdoor Ed. I have been teaching 5th grade for the past 12 years, but have never gone to camp. It was so much fun! Watching our kids step out of their comfort zones into their “growth zones” truly reminded me why I went into this profession to begin with. I watched kids climb to the top of trees and literally take a leap of faith as they floated back down to the ground. Our 6th grade teacher said it best when she said, “I hope these kids take the lessons learned at camp into the next phase of their lives.” I know I will.

Just like Outdoor Ed, our kids will remember things like the marimba. I felt like such a proud mama bear as I watched my 5th graders play tonight. I knew they were going to class on Mondays, but I didn't know how much they would accomplish in those short 8 weeks. As fourth and fifth grade teachers, Julie and I are excited to participate in this program next year. The marimba is a much more pleasant sound than the recorders! In all seriousness, thank you for prioritizing activities like this as these are the things our students will remember.

For the most part, we successfully finished CAASPP testing with minimal technologically issues. Teachers are starting report cards and end of the year assessments are underway. As I told my students the other day, we made it to the top of the mountain and now comes the fun part. We have different end of the year activities planned including whiffle ball and kick ball games, field days, dance parties, and promotion.

As of today, we officially have enough votes to confirm that Julie and I will be back next year as BEA co-presidents. We look forward to working with Superintendent Kellison and the team for another year.

For the last time this school year, thank you for your time and all you have done for BUSD this year.

9.3. Principal Reports

Nina Craig, Bellevue Principal, reported:

Good Evening,

Here we are in this crazy, beautiful month of May. So much is packed into this month. The themes are appreciation, celebration, and reflection. It might not sound like a lot when we break it down like that, but there is a ton to appreciate, celebrate, and reflect upon!

We appreciate our certificated and classified staff for their incredible work. Our staff deserve so much appreciation and we hope that our small tokens, gifts, and food demonstrate our heartfelt love for our teams. We also take time to recognize our volunteers and parents for their contributions to our programs and special events. Without their time and energy we would not be able to accomplish all that we do.

Celebration. Open House is one way we celebrate this month. MV and BV held ours last week and TM and K are hosting tomorrow. Taking time to celebrate the year is always one of our favorite times. Classrooms are filled with beautiful student work, projects, and pictures from the year. But more importantly, proud students are guiding their families around to show off all they have achieved this year.

Students beam with pride at reclassification ceremonies and celebrate that they don't have to take the ELPAC test ever again. We even package state testing as a celebration of our students' learning and growth. Although it's a test, our students get excited to show off their learning…and maybe win a prize for trying their best.

We celebrate through Kinder and Sixth grade promotion ceremonies which we are preparing to host the last week of school. We all have some sort of end of year carnival or field day coming up too….the celebrations are endless.

The end of the year naturally brings the opportunity for reflection as well. In the midst of these crazy busy days we find the time to reflect. We consider what went well….what will we never do again…were there missed opportunities…what are we the most proud of…we do this individually and collectively and usually walk away with a sense of accomplishment and also hope and excitement for the next year to come. We all look forward to continuing to improve and work together to do so.

Most of all, during these crazy, beautiful days of May we remind ourselves to be as present as possible and soak up all of the joy and happiness that our children/students bring with them every day. We hope you are able to join us as much as you can because this time of year there are reminders everywhere you turn that this, truly is our 'why'.

9.4. Board Reports/Board Items

John Jarvis: As we look back on my time serving on the BUSD School Board - I fought to keep Stony Point Academy open. That is what brought me to the school board and kept me engaged. This school district has done amazing things for my children and I can't thank everyone enough. My eldest is in his first year at college. The groundwork for that was laid here at Bellevue. My youngest learned to walk at Bellevue, excited to be at his brother's school. My eldest gave a speech to keep Stony Point Academy open. I agree with one of the speakers at a conference the board attended when they said "The service to others is the rent you pay here on earth." This work, doing what is best for kids, is my service. I'm grateful for this work you do. Don't be sad, because sad backwards is das and das not good. (laughter). I've had a good time through the years volunteering with outdoor ed. it's an opportunity for a different way of thinking and processing. Adele Walker, you get the system and have valuable insight. Lisa Reyes you are such a calm person. Jamie Padilla, you have such a love for students and an understanding for what they go through and it shows. Irene Rosario you just came in and are trying to learn everything. Stephanie Merrida-Grant you provided a valuable insight into the less fortunate side of our community. You all hold a very special place. Michael Kellison you had some pretty big shoes to fill coming after David Alexander. Your transition has been seamless. You have been really big into leadership and that has been excellent in my experience. The District Office staff have their own roles and are amazing. Moriah Hart a big thank you for pushing for music and art for the entire district.

Jamie Padilla: John you made the experience richer for all of us and you are really appreciated.

Lisa Reyes: John, I don't care how and why you came on board, but we worked through it and you gave a lot of yourself to the district.

Irene Rosario: The work that everyone here has done warms my heart. John, you have the heart.

Adele Walker: I will miss sitting next to you, John. You always brought your point of view. You are so proud of the district and of your sons. You brought your best every day. We will miss

your point of view. Just don't get mad at us. We will miss your passion for kids and for the district. You've always shown such integrity. I am honored to have sat next to you.

There are ten days until the end of the school year. I've enjoyed going to the Open Houses. Our jobs would be harder if you weren't so on top of things.

Lisa Reyes: Ditto.

9.5. Superintendent Report

9.5.1. Enrollment Update

Superintendent Kellison shared:

The month of May is filled with activity as the school year comes to a close. Students are completing their final local and state assessments, while also preparing for their end of the year showcases including Open House. Additionally, we take time to honor and celebrate our students as they transition from one grade level to the next. In particular, we focus on our grade six students who move from our District to middle school. This is a big step in a child's life as they leave the comfort of their elementary school to begin their secondary education. We thank our students and their families for their contributions to our District during their time in the Bellevue Union School District.

State of the District

California Education Partners Grant: We have been fortunate enough to have been selected by the California Education Partners to participate in a three year grant focusing on the development of a coherent mathematics program from TK to grade 3. The District team has been selected and it will be composed of each of our site principals, Director of Curriculum, District TOSA and a teacher representative from each of the aforementioned grade levels from each of the four school sites. We are excited about this work as we have identified mathematics as our next focal area as a District. We will be presenting periodic updates throughout the school year as this team engages in this very important work on behalf of our students.

Appreciation for Outgoing Trustee: I would like to take a moment to thank outgoing Trustee John Jarvis for his contributions to the Bellevue Union School District during his time on the Board. John, "Captain America", Jarvis has served his community with distinction during his tenure. He is the epitome of a 'student first' trustee and his insights and candor will be missed. While John's reasons for running for the Board originally were grounded in his frustrations, he has demonstrated the capacity to see the big picture and to understand the role of a trustee. Personally, I have welcomed John's open and honest dialogue about education and the needs of our District. He is a good person and someone who will always serve as an advocate for the Bellevue Union School District.

As the year comes to a close, I want to express my gratitude for the Bellevue community as they have welcomed me and supported me throughout my first year as the Superintendent. Although we have experienced some unanticipated challenges this year, we have also had much to celebrate. Our District is headed in the right direction and all signs point toward a bright future ahead for BUSD. I look forward to the journey ahead.

With great pride.

Submitted by: Michael Kellison, Superintendent

10. Planning

June 26, 2023	Special Board Meeting (LCAP/Budget Hearing)	5:30pm	**BUSD District Office** 3150 Education Drive
June 27, 2023	Regular Board Meeting	5:30pm	**BUSD District Office** 3150 Education Drive

11. Open Session Adjournment Time: 8:10 pm

Closed Session Adjournment Time: 9:10 pm

Respectfully Submitted,

By Michael Kellison
Secretary to the Board and
District Superintendent

Board Signature:_____ Date: _____

Bellevue Union School District
Board Meeting
Tuesday May 16, 2023
Sign-in Sheet

	Name	School Site/Community Member
1	Tracy Whitaker	DO
2	Stacy Spector	HR
3		DO
4		BV
5	Denise McCullough	KS
6	Becky Hansen	BEA
7	Julie McMartrie	BEA
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Bellevue Union Elementary School District

					Current Status						New		
Action	**Effective Date**	**Last Name**	**First Name**	**Emp ID**	**Location**	**POS #:**	**Assignment**	**FTE**	**Hrs**	**Position Status**	**Location**	**POS#:**	**Assignment (if applicable)**
CLASSIFIED													
New Hire	8/15/23	Brewer	Khiry	2845							KAWA	160	Night Custodian
New Hire	8/15/23	Sluss	Grace	2847							BELL	462	Lit Para
Rehire	7/1/23	Rivera	Rebecca	2786							BELL	538	SDC IA
Resignation	6/12/23	Eisenman	Jeanise	4765	TMNT	331	Newcomer IA	0.3	2	Prob			
Resignation	8/15/23	Gutierrez	Georgina	2792	KAWA	302	Supervision	0.6	30m	Perm			
Resignation	5/7/23	Bernhardt	Gabrilelle	2817	ELC	491	SDC IA	0.6	5	Prob 1			
Resignation	6/2/23	Estrada	Angelina	2190	KAWA	541	Supervision	0.8	45m	Perm			
Additional	8/15/23	deSantiago	Regina	2828							KAWA	302	Student Supervision
Additional Position	8/15/23	Juarez	Maria	2797							TMNT	315	Student Supervision
Transfer	8/15/23	Aquino	Alexa	2738	TMNT		1-1 Aide	0.8	6	Prob	MEAD	536	SDC IA
CERTIFICATED													
Change in Contract	8/14/23	Albritton	Susan	1073	MEAD		Teacher	0.6	4	Perm	MEAD		Teacher
New Hire	8/14/23	Sandoval Rivas	Laura	2852							KAWA		TK Dual Immersion
New Hire	8/14/23	Valladolid	Vincent	1877							TMNT	105	SDC Mild/Mod
New Hire	8/14/23	Ikpe	Eunice	TBD							KAWA	558	Speech Pathologist
Resignation	6/2/23	Edson	Katy	1803	TMNT	105	Mild/Mod SDC	1	7	Perm			
Transfer	8/14/23	Campbell	Maddie	2769	BELL	11	Grade 4	1	7	Prob 1	TMNT	41	Grade 2

w Status				
FTE	Hrs	Position Status	Total FTE	Years of Service (Res/Ret/Term)
1	8	Prob	1	
0.5	4	Prob	0.50000	
0.73	6	Prob		
				1 year
				1 year
				5 months
0.63	30	Prob	0.62500	
0.38	3	Prob	0.37500	
0.75	6	Perm	0.75000	
1	7	Perm	1.00000	
1	7	Prob 1	1.00000	
1	7	Prob 1	1.00000	
1	7	Prob 1	1	
1	7	Prob 2	1.00000	

2797

BELLEVUE UNION SCHOOL DISTRICT

Current (TOTAL) Enrollment Including ALL TK Enrollment

School	August	September	October	November	December	January	February	March	April	May	June
Bellevue	410	407	419	416	418	420	424	428	427	430	430
Kawana	314	309	307	305	304	301	299	295	295	293	292
Meadow View	416	421	418	424	421	421	425	423	425	428	428
Taylor Mountain	442	443	445	446	444	440	438	438	441	443	444
Total Enrollment	**1582**	**1580**	**1589**	**1591**	**1587**	**1582**	**1586**	**1584**	**1588**	**1594**	**1594**

Census Day (CalPADS/LCFF) Enrollment (1st Wednesday of October). Excludes TK Students Non-ADA.

School	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
District	1736	1786	1769	1802	1753	1691	1616	1596	1539	1486	1536
Charter	0	37	71	94	145	144	0	0	0	0	0
Total Enrollment	**1736**	**1823**	**1840**	**1896**	**1898**	**1835**	**1616**	**1596**	**1539**	**1486**	**1536**

Attendance (P2, Average Attendance over 8 Months) Reported in the Month of April

School	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Bellevue	403	406	391	366	387	397	376	336	357		
Kawana	388	381	365	337	337	322	321	253	267		
Meadow View	397	409	425	437	406	382	353	340	375		
Taylor Mountain	502	503	483	456	413	415	381	352	392		
Independent Study	0	0	0	0	0	0	0	19	0		
District Attendance	**1690**	**1699**	**1664**	**1597**	**1543**	**1517**	**1430**	**1300**	**1392**	**TBD**	**TBD**
% Attendance to CalPADS Enrollment	*97.34%*	*95.10%*	*94.06%*	*88.60%*	*88.00%*	*89.68%*	*88.51%*	*81.45%*	*90.44%*		
Charter	76	105	131	141	0	0	0	0	0	0	0
With Charter	**1765**	**1803**	**1794**	**1737**	**1543**	**1517**	**0**	**0**	**0**	**0**	**0**

Updated: *6/23/23*

COOL School Staffing – May 2023 Update

BUSD / NCOE 2022 – 2023 MOU provides for 6 Classrooms per school site (24 Classroom Leaders total in BUSD); with the ability to open additional classrooms as needed (and as staff are hired). Below is the updated NCOE COOL School staffing and student enrollment through the month of May 2023.

** Ratios: TK and K classes require one staff member for every 10 students and 1st through 6th grade classes require one staff member for every 20 students.*

School Site: Bellevue	***Student Enrollment: 112***
• 8 Classes Total (2 TK/K classes, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade, & 6th grade) o *No additional staff members hired / classes opened in May*	

School Site: Kawana Springs	***Student Enrollment: 100***
• 7 Classes Total (2 TK/K classes, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th/6th grade) o *No additional staff members hired / classes opened in May*	

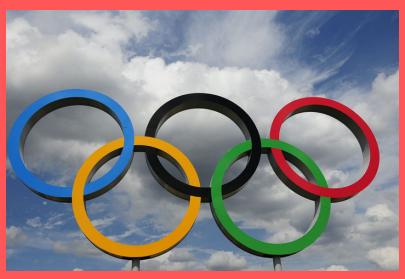
School Site: Meadow View	***Student Enrollment: 128***
• 8 Classes Total (2 TK/K classes, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade, & 6th grade) o *No additional staff members hired / classes opened in May*	

School Site: Taylor Mountain	***Student Enrollment: 110***
• 8 Classes Total (2 TK/K classes, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade, & 6th grade) o *No additional staff members hired / classes opened in May*	

Total COOL School Classroom Leaders: 31	*Total Students Enrolled in COOL School: 450*

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COOL School
May 2023







Olympics Theme & Events

During May students spent weeks in teams practicing a variety of sports / challenges for the annual Olympics events. Sites hosted a fun filled event (some solo, some sites combined) consisting of lots of challenges and wrapped up with an awards ceremony, including gold, silver, and bronze medals.

Wrapping up the Year

The last month of school has been full of exciting activities in COOL School, including: Olympics events, field trips, carnival days, field days, and more! **It was a busy, and wonderful, month!**

Friday, June 2 is the Angel Island trip for COOL School 6th graders :)



Thank you for being such wonderful partners, supporting our program and all students. We appreciate you and look forward to a successful summer and another amazing school year!

THANK YOU