N O T I C E

BOARD MEETING OF THE BELLEVUE UNION SCHOOL

DISTRICT BOARD OF TRUSTEES WILL BE HELD ON

Tuesday January 16, 2024,

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: January 12, 2023

Michael Kellison
SECRETARY TO THE BOARD
AND DISTRICT SUPERINTENDENT

POSTED: January 12, 2023

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

Tuesday, January 16, 2024

AGENDA

1. Open Session 5:30 pm

   1.1. Call To Order

   1.2. 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. Public Employment § 54957

   2.1.2. Conference With Labor Negotiator §54957.6
   Agency Designated Representative: Michael Kellison, Superintendent
   Employee Organization: Bellevue Education Association (BEA), Classified School Employees Association (CSEA) Chapter 501

   2.1.3. Conference With Legal Counsel – Existing Litigation (Gov. Code §54956.9(d)(1))
   DE v. Bellevue Union School District; Sonoma Superior Court, Case No. SCV-269166
   LT v. Bellevue Union School District; Sonoma Superior Court, Case No. SCV-269516

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 agenda items and 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. Recognition Item

    5.1. School Board Recognition Month Proclamation

6. Information and Discussion Items

    6.1. Presentation by Greg Isom, Isom Advisors, Regarding the Feasibility of a School Improvement Bond Measure for November, 2024
    6.2. Revision to 1st Interim, Restricted Funds Multi Year Projection, Chris Kim, CBO

7. Action

    7.1. Consider Approval of FY 2022/23 Audit Findings by Christy White and Associates
    7.2. Consider Approval of Amendment 01 to the Local Agreement for Child Development Services, Contract Number CSPP-3600
    7.3. Consider Approval of Contract with Specified Playground Equipment Co. (SPEC) to Modernize Play Equipment
    7.4. Consider Approval of Injury Illness Prevention Program (IIPP) plan for the Bellevue Union School District
    7.5. Consider Approval of the 2022-2023 School Accountability Report Cards (SARCs) for Bellevue ES, Kawana Springs ES, Meadow View ES, Taylor Mountain ES
    7.6. Consider Approval of Memorandum of Understanding (MOU) Between Bellevue Union School District and Sonoma County Office of Education To Provide Funding for GLAD Training, Math Training and Support
    7.7. Consider Approval of Williams Quarterly Uniform Complaint Report Summary (October 1-December 31, 2023)
    7.8. Consider Ratification of Bills and Warrants

8. Consent Calendar

    8.1. Contracts
        8.1.1. King Consulting, Demographic Analysis
        8.1.2. Food Recovery Agreement with Sonoma Food Runners
    8.2. Board Meeting Minutes

8.2.1. Regular Board Meeting Minutes December 12, 2023
8.2.2. Special Board Meeting Minutes December 20, 2023
8.3. Acknowledge and Accept Grants/Donations
8.3.1. Costco: $30, Kawana Springs Winter Celebration
8.3.2. Home depot: 4 boxes of lights, Kawana Springs Winter Celebration
8.3.3. Friedmans: $200 gift card, Kawana Springs Winter Celebration
8.3.4. Trader Joes: 20 bags of corn, Kawana Springs Winter Celebration
8.3.5. Lolas: Esquite toppings, Kawana Springs Winter Celebration
8.3.6. Amazon: $52 credit, Kawana Springs Winter Celebration
8.3.7. Chef store: discount/gift card, Kawana Springs Winter Celebration
8.4. Interdistricts 2023-24
8.5. Interdistricts 2024-25
8.6. 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. Enrollment Update
9.5.2. COOL School Updates

10. Planning

February 20, 2024	Special Board Meeting: Facility Tour @ Taylor Mountain ES	1:45 pm	**Taylor Mountain ES** 1210 Bellevue Avenue
February 20, 2024	Regular Board Meeting	5:30 pm	**BUSD District Office** 3150 Education Drive

11. Reconvene 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 at least 24 hours prior to the meeting. 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)

Bellevue Union School District

Agenda Item for Board Meeting of January 16, 2024

Agenda Category: Recognition

Agenda Item Title: School Board Recognition Month Proclamation

Prepared By: Michael Kellison, Superintendent

Background:

In the spring of 1850, San Francisco's city council established California's first free public school. This was followed soon after by a city board of education and a city superintendent. Since that time, California school boards have served as stewards of an education system that has helped drive the state's transformation into a cultural and economic powerhouse.

From that first school house in an old church in San Francisco, boards of education have grown to oversee county offices of education and elementary, high school, and K-12 districts of every description. From the six students in San Benito County's Panoche Elementary School District to the more than 600,000 students in the Los Angeles Unified School District, trustees provide critical support for California's 6.2 million public school students.

Altogether, roughly 5,100 California school board trustees — the largest group of elected officials in the state — aid in the establishment of education standards and benchmarks. In this role, trustees provide a critical link of accountability between the school system and local constituents and offer an accessibility to voters that is unrivaled by other public officeholders.

In appreciation of the important role school board members play in shaping the education landscape of California and in our community, BUSD salutes our hard working trustees during January's School Board Recognition Month.

Recommended Action:
No action required

Supporting Documents:
School Board Recognition Month Proclamation

School Board Recognition Month

WHEREAS, an excellent public education system is vital to the quality of life for all California citizens and communities; and

WHEREAS, school board members continue to push to do more with less to serve the children in our community each and every day; and

WHEREAS, local school board members are committed to children and believe that all children can be successful learners and that the best education is tailored to the individual needs of the child; and

WHEREAS, school board members work closely with parents, educational professionals and other community members to create the healthiest environments possible where all students can thrive; and

WHEREAS, school board members are responsible for building and maintaining the structure that provides a solid foundation for our school system; and

WHEREAS, school board members are strong advocates for public education and are responsible for communicating the needs of the school district to the public and the public's expectations to the district; and

WHEREAS, the mission of the public schools to meet the diverse educational needs of all children and to empower them to become competent, productive contributors to a democratic society and an ever-changing world is more poignant than ever before;

NOW, THEREFORE, I, Michael Kellison, do hereby declare my appreciation to the members of the School Board and proclaim the month of January 2024, as School Board Recognition Month in the Bellevue Union School District. I urge all community members to join me in recognizing the dedication and hard work of local school board members and in working with them to create an education system that meets the needs of our children.

Bellevue Union School District

Agenda Item for Board Meeting of January 16, 2024

Agenda Category: Information and Discussion Item

Agenda Item Title: Presentation by Greg Isom, Isom Advisors, Regarding the Feasibility of a School Improvement Bond Measure for November, 2024

Prepared By: Michael Kellison, Superintendent

Background:
The Board will hear from Greg Isom, Isom Advisors, to consider the feasibility of a school improvement bond measure for the Bellevue Union School District. The discussion will include an overview of District Bond and Assessed Value History of the District, District Bonding Capacity, General Obligation Bond Proceed options, Voter demographics, and Timeline for a 2024 consideration.

Recommended Action:
No action

Supporting Documents:
None

Bellevue Union School District

Agenda Item for Board Meeting of January 16, 2024

Agenda Category: Information and Discussion Item

Agenda Item Title: Revision to 1st Interim, Restricted Funds Multi Year Projection

Prepared By: Chris J. Kim, CBO

Background:

The District presented its 1st Interim Financial Report during the Board Meeting that took place on December 12, 2023. This report updated revenue and expenditure assumptions inclusive of updates to: Average Daily Attendance and Enrollment, the Local Control Funding Formula, Salaries and Benefits, Revenues and Expenditures, Cash Balances, and District Reserves.

Following a technical review of the District's 1st Interim with the County Office of Education, it was determined that an adjustment to the District's Multi Year Projection in its restricted funds was needed. Specifically, there is no change to the current year budget (FY 2023/24) as presented during the original 1st Interim Report on December 12, 2023. A revision however has been made to the District's Multi Year Projection (in the subsequent year) to correctly reflect the expiration of one time restricted funding.

Although the expiration of this funding was planned for and reflected in the District's balancing worksheets and documentation, this was not translated into the SACS (standard account code) financial reporting document. The updated restricted multi year projection (MYP) is provided for the Board's review and should be referenced in conjunction with the District's First Interim report as presented during the 12/12/23 Board Meeting.

In summary, one-time restricted ESSER III Funds are budgeted to be utilized in FY 2023/24 (the current year). In the following year (FY 2024/25) one time restricted Learning Loss Recovery funding and one time restricted Arts and Music Instructional funding is projected to be utilized. These one time funds are not ongoing, therefore in FY 2025/26, the District will need to plan on spending reductions to remove associated expenditures or fund the programming out of unrestricted funds.

Cost:

There are no budgetary implications to the current year budget.

Recommended Action:

The District's 1st Interim Report has been approved by the County Office of Education as presented. This revision is informational and all adjustments will be reflected officially as part of the District's 2nd Interim report on March

Supporting Documents:

BUSD 1st Interim Revised MYP, Restricted Funds Chart
BUSD 1st Interim Revised MYP, Restricted Only (SACS Report)
1st Interim Approval Letter with Positive Certification by the Sonoma County Office of Education

BELLEVUE UNION SCHOOL DISTRICT

FY 23/24 1st Interim

Federal Revenue (8100 -8299) Restricted	Resource	Balance Sheet	1st Interim	FY 2024/25	FY 2025/26
All Other Feder,ESSER III	3213	$0	$2,655,905	<--- (Deferred Revenue)	$0
All Other Feder,ESSER III	3214	$0	$670,414	<--- (Deferred Revenue)	$0

FY 23/24 1st Interim

State Revenue (8300-8599) Restricted	Resource	Balance Sheet	1st Interim	FY 2024/25	FY 2025/26
All Other State, Arts Music Block Grant	6762	$0	(Deferred Revenue) -->	$819,307	$0
All Other State, Learning Loss Recovery	7435	$0	(Deferred Revenue) -->	$2,400,750	$0

REVISION

State Revenue (8300-8599) Restricted	Resource	Balance Sheet	1st Interim	FY 2024/25	FY 2025/26
All Other State, Arts Music Block Grant	6762	$819,307	$0	$0	$0
All Other State, Learning Loss Recovery	7435	$2,400,750	$0	$0	$0

Revision to Restricted MYP, Presented on Board Agenda 1/16/24

Description	Object Codes	Projected Year Totals (Form 01I) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	383,328.00	2.00%	390,995.00	2.00%	398,814.00
2. Federal Revenues	8100-8299	5,042,730.00	(78.44%)	1,087,334.00	0.00%	1,087,334.00
3. Other State Revenues	8300-8599	5,003,453.00	(4.66%)	4,770,463.00	0.00%	4,770,463.00
4. Other Local Revenues	8600-8799	2,182,612.00	(27.49%)	1,582,612.00	0.00%	1,582,612.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	5,838,398.04	5.00%	6,130,317.94	3.00%	6,314,227.48
6. Total (Sum lines A1 thru A5c)		18,450,521.04	(24.33%)	13,961,721.94	1.37%	14,153,450.48
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				2,881,210.00		2,932,302.00
b. Step & Column Adjustment				51,092.00		51,092.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	2,881,210.00	1.77%	2,932,302.00	1.74%	2,983,394.00
2. Classified Salaries						
a. Base Salaries				1,765,426.18		1,807,181.36
b. Step & Column Adjustment				41,755.18		41,755.18
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	1,765,426.18	2.37%	1,807,181.36	2.31%	1,848,936.54
3. Employee Benefits	3000-3999	2,498,936.23	6.06%	2,650,318.00	6.06%	2,810,870.00
4. Books and Supplies	4000-4999	1,458,494.76	(26.70%)	1,069,095.00	0.00%	1,069,095.00
5. Services and Other Operating Expenditures	5000-5999	10,297,652.15	(11.35%)	9,129,192.00	.39%	9,164,957.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	
8. Other Outgo - Transfers of Indirect Costs	7300-7399	405,117.00	6.51%	431,500.00	(56.78%)	186,500.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						(3,220,057.00)
11. Total (Sum lines B1 thru B10)		19,306,836.32	(6.67%)	18,019,588.36	(17.62%)	14,843,695.54
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(856,315.28)		(4,057,866.42)		(690,245.06)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01I, line F1e)		5,633,558.75		4,777,243.47		719,377.05
2. Ending Fund Balance (Sum lines C and D1)		4,777,243.47		719,377.05		29,131.99
3. Components of Ending Fund Balance (Form 01I)						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	4,777,243.47		719,377.05		29,131.99
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					

Description	Object Codes	Projected Year Totals (Form 01I) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		4,777,243.47		719,377.05		29,131.99
E. AVAILABLE RESERVES						
1. General Fund)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated Amount	9790					
(Enter current year reserve projections in Column A, and other reserve projections in Columns C and E for subsequent years 1 and 2)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

Based on current expenditure assumptions, programs funded by restricted dollars will need to be reduced by an estimated $3.2 million by FY 2025/26.

Sonoma County
Office of Education
5340 Skylane Boulevard
Santa Rosa, CA 95403-8246
(707) 524-2600 | scoe.org

January 11, 2024

Michael Kellison, Superintendent
Bellevue Union School District
3150 Education Drive
Santa Rosa, CA 95407

Dear Mr. Kellison,

In accordance with Education Code Section 42131, a review of Bellevue Union School District's (District) First Interim Report for Fiscal Year 2023-24 has been completed by the Sonoma County Office of Education (County). The District self-certified its 2023-24 First Interim Report as Positive. After a review of the financial data provided by the District, it appears that the District will meet its financial obligations for the current and two subsequent years. Therefore, the County concurs with the District's positive certification.

State Budget

The State is facing significant economic challenges, as outlined in the Legislative Analyst's Office Fiscal Outlook. The State's revenues have fallen short of projections, resulting in a substantial budget problem and a multibillion-dollar deficit. The Fiscal Outlook indicates that revenue estimates are at their weakest performance level since the Great Recession, though it stops short of predicting a recession. Rather, the LAO's projections indicate a flattening of revenues before slowly growing again in later years. On January 10, 2024, Governor Newsom released his proposals to address the revenue shortfalls and their impacts on education. While the likelihood of a recession is now low, it is clear the booming economy spurred by federal stimulus dollars has ended. The latest economic conditions, coupled with the completion of one-time federal and state COVID relief funding and declining Cost-of-Living-Adjustments (COLAs), highlight the importance of Local Educational Agencies (LEAs) avoiding structural deficit spending while maintaining adequate reserves. With the latest COLA projections for 2024-25 and 2025-26 of 0.76% and 2%, respectively, LEAs may need to have other budget solutions to address revenue shortfalls and ensure its minimum state reserve requirement is met in the current and subsequent years.

First Interim and Multi-Year Projection (MYP)

The District's First Interim Report MYP projects deficit spending in restricted fund balance of -$856,316, -$837,809, and -$3,910,302 in 2023-24, 2024-25, and 2025-26. The MYP projects the following: a balanced unrestricted budget in 2023-24, an increase in fund balance of $139,269 in 2024-25, and unrestricted deficit spending of -$53,789 in 2025-26. The State minimum reserve for economic uncertainty of 3% is met in all years.

Over the last several years, LEAs have received an influx in one-time federal and state revenues to address the learning loss created by the COVID pandemic. In the current and subsequent years, these funding sources will expire. Therefore, the County reminds districts to engage in strategic financial planning to ensure spending deadlines are met and these funds continue to be spent on one-time expenditures.

Amie R. Carter, Ed.D. | Sonoma County Superintendent of Schools
Board of Education | Gina Cuclis, Herman G. Hernandez, Steven Herrington Ph.D., Peter Kostas, Andrew Leonard

Sonoma County
Office of Education
5340 Skylane Boulevard
Santa Rosa, CA 95403-8246
(707) 524-2600 | scoe.org

Based on the MYP, one-time dollars are utilized for ongoing expenditures. Per the First Interim narrative, the District is using the remainder of its ESSER III funding in fiscal year 2023-24 and all of the Arts, Music, Instructional Materials Discretionary Block Grant and Emergency Learning Recovery Block Grant in the subsequent years. The County recommends the District review revenue projections to ensure one-time revenues are not counted twice. In 2024-25, the MYP reflects an overstatement of Other State Revenues by ~$3.2 million since both the state block grants were received and recognized in fiscal year 2022-23, and therefore should not be budgeted again. As a result of the overstatement, the restricted fund balance would be reduced by ~$3.2 million, and thereby requiring an increased contribution from unrestricted fund balance to support expenditures and/or reduction of expenditures to avoid structural deficit spending.

Collective Bargaining

Based upon the Criteria and Standards, negotiations with all bargaining units in the 2023-24 fiscal year are not settled. Because these costs make up the largest portion of the district's budget, any salary and/or benefit increase could adversely impact the fiscal condition of the district. We caution the district to ensure that the costs of any proposed agreement are supported by ongoing revenues to avoid creating or exacerbating structural deficits. Before the district takes any future action on a proposed collective bargaining agreement, Government Code Section 3547.5 requires the district to certify financial projections reflecting the impact of any salary negotiations on the current or two subsequent years.

Summary

Our Office appreciates the preparation and timely submittal of your First Interim report. A technical review will be communicated to the business office. The Second Interim Report is due to our office no later than March 15, 2024. **Please see the attached for standard reminders**. If you have any questions, please feel free to call me at (707) 524-2635.

Sincerely,

Sarah Lampenfeld

Sarah Lampenfeld
Director, External Fiscal Services

CC:
Chris Kim, District Chief Business Official
Amie Carter, Ed.D., County Superintendent of Schools
Greg Medici, SCOE Deputy Superintendent, Business Services
Anne Marie Norris, SCOE District Fiscal Management Advisor

Amie R. Carter, Ed.D. | Sonoma County Superintendent of Schools
Board of Education | Gina Cuclis, Herman G. Hernandez, Steven Herrington Ph.D., Peter Kostas, Andrew Leonard

Bellevue Union School District

Agenda Item for Board Meeting of January 16, 2024

Agenda Category: Review and Action

Agenda Item Title: Consider Approval of FY 2022/23 Audit Findings by Christy White and Associates

Prepared By: Chris J. Kim, CBO

Background:

Presented for the Board's review and approval is the audit report of the District's financial statements and governmental activities for the 2022/23 fiscal year by Christy White and Associates. In summary, of 84 audit categories including: State and Federal Compliance, Statutory Reporting and Record Keeping, Management of District Assets and Liabilities, and Cash and Fund Balances, the audit identified 2 areas of recommended adjustments as follows:

FINDING #2023-001

During the fiscal year ending on June 30, 2022, the District's Cafeteria Fund (Fund 13) temporarily borrowed $50,000 from the District's General Fund (Fund 01) for the purpose of closing that fiscal year with a positive cash balance. In the following fiscal year, the District planned on journaling a reversal to pay back the General Fund, however, due to transitions in staffing this journal entry was missed as part of the District's year end close activities in the fiscal year ending June 30, 2023. The journal repaying the general fund in the amount of $50,000 (IFC24-00001) was subsequently processed in FY 2023/24 in advance of this audit report, so no further corrective action is required at this time.

FINDING #2021-002

In FY 2022/23, the District had a current expense of education of 57.70% which is under the 60% minimum threshold required of Elementary School Districts. This difference of 2.3% equates to $575,008. The District requested an exemption from the requirements of Ed. Code. Section 41372 on the grounds that the District put forth documented effort to hire in-house, but due to labor market shortages, the District needed to contract out special education services and positions including counseling, speech therapy, and mental health services. Were the District able to hire these positions in-house as planned, the District would have met its CEA requirement. The County Superintendent of Schools approved the exemption on November 22, 2023. No further corrective action is required at this time.

Recommended Action:

Review and Approve as Presented.

Supporting Documents:

1. Representation Letter by Christy White and Associates
2. FY 2022.23 Audit Report by Christy White and Associates
3. JE Link # 126384
4. FY 2022-23 CEA Waiver Approval

CHRISTY WHITE
Certified Public Accountants serving K-12 School Districts and Charter Schools throughout California

December 12, 2023

Board of Education
Bellevue Union Elementary School District
Santa Rosa, California

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Bellevue Union Elementary School District for the year ended June 30, 2023. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards (and, if applicable, *Government Auditing Standards* and the Uniform Guidance), as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated February 9, 2022. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Matters

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Bellevue Union Elementary School District are described in Note 1 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during 2023. We noted no transactions entered into by Bellevue Union Elementary School District during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimate(s) affecting the financial statements was were:

> Management's estimate of depreciation of capital assets is based on historical estimates of each capitalized item's useful life. We evaluated the key factors and assumptions used to develop the depreciation of capital assets in determining that it is reasonable in relation to the financial statements taken as a whole.
>
> Management's estimate of the net pension liability and related deferred outflows of resources and deferred inflows of resources are based on actuarial valuations and pension contributions made during the year. We evaluated the key factors, assumptions, and proportionate share calculations used to develop the net pension liability and related deferred outflows of resources and deferred inflows of resources in determining that it is reasonable in relation to the financial statements taken as a whole.

348 Olive Street
San Diego, CA
92103

O: 619-270-8222
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christywhite.com

Significant Audit Matters (continued)

Qualitative Aspects of Accounting Practices (continued)

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The most sensitive disclosure(s) affecting the financial statements were:

> The disclosure of capital assets in Note 4 to the financial statements is based on historical information which could differ from actual useful lives of each capitalized item.
>
> The disclosure of the pension plans, net pension liability and related deferred outflows of resources and deferred inflows of resources in Note 10 to the financial statements represents management's estimates based on actuarial valuations and pension contributions made during the year. Actual results could differ depending on the key factors, and assumptions and proportionate share calculations used to develop the net pension liability and related deferred outflows of resources and deferred inflows of resources.

The financial statement disclosures are neutral, consistent, and clear.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements. In addition, none of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, to each opinion unit's financial statements taken as a whole.

Disagreements with Management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated December 12, 2023.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to Bellevue Union Elementary School District's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as Bellevue Union Elementary School District's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Other Matters

We applied certain limited procedures to management's discussion and analysis, and the required supplementary information section, which are required supplementary information (RSI) that supplements the basic financial statements. Our procedures consisted of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We did not audit the RSI and do not express an opinion or provide any assurance on the RSI.

We were engaged to report on the supplementary information, which accompany the financial statements but are not RSI. With respect to this supplementary information, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

Restriction on Use

This information is intended solely for the information and use of the Board of Education and management of Bellevue Union Elementary School District and is not intended to be, and should not be, used by anyone other than these specified parties.

Very truly yours,

Christy White, Inc.

Christy White, Inc.
San Diego, California

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT

AUDIT REPORT
JUNE 30, 2023

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
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FINANCIAL SECTION

CHRISTY WHITE
Certified Public Accountants serving
K-12 School Districts and Charter
Schools throughout California

REPORT ON THE AUDIT OF THE FINANCIAL STATEMENTS

Independent Auditors' Report

Governing Board
Bellevue Union Elementary School District
Santa Rosa, California

Report on the Audit of the Financial Statements

Opinions

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Bellevue Union Elementary School District, as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise the Bellevue Union Elementary School District's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the Bellevue Union Elementary School District, as of June 30, 2023, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the Bellevue Union Elementary School District and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Bellevue Union Elementary School District's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

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Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgement made by a reasonable user of the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards,* we:

- Exercise professional judgement and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Bellevue Union Elementary School District's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgement, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Bellevue Union Elementary School District's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the required supplementary information, such as management's discussion and analysis, budgetary comparison information, schedules of proportionate share of net pension liability, and schedules of district contributions for pensions be presented to supplement the basic financial statements. Such information, although not part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Bellevue Union Elementary School District's basic financial statements. The supplementary information listed in the table of contents, including the schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations (CFR)* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 12, 2023 on our consideration of the Bellevue Union Elementary School District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Bellevue Union Elementary School District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Bellevue Union Elementary School District's internal control over financial reporting and compliance.

Christy White, Inc.

San Diego, California
December 12, 2023

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS

INTRODUCTION

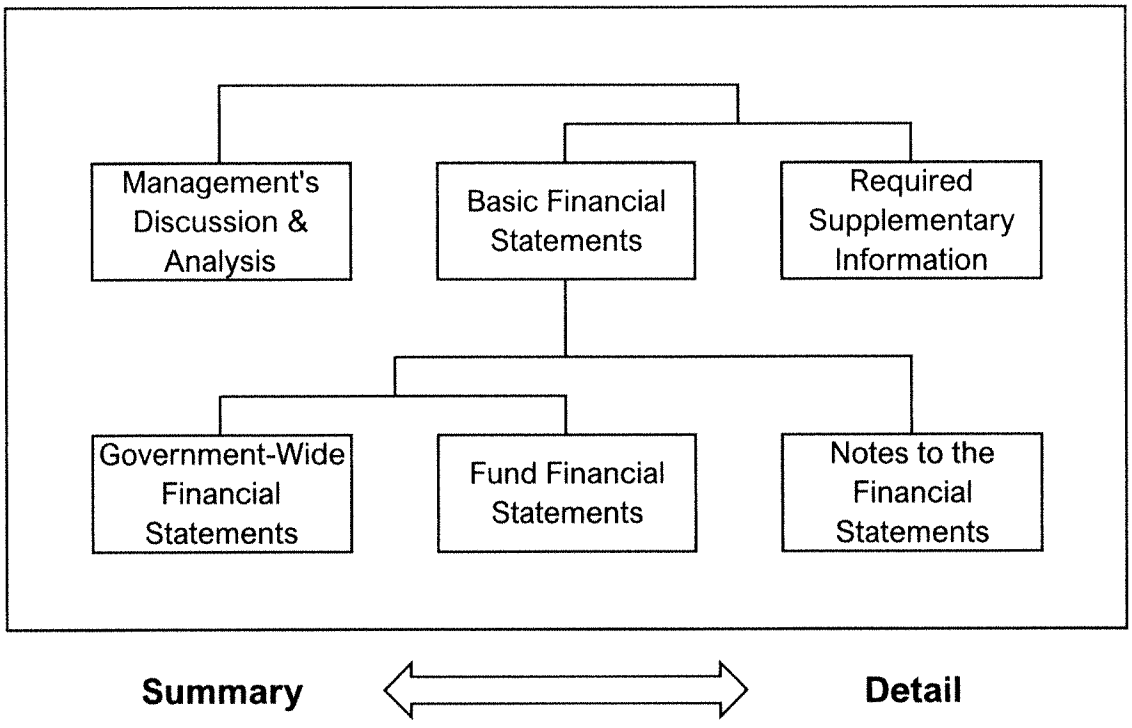
Our discussion and analysis of Bellevue Union Elementary School District's (District) financial performance provides an overview of the District's financial activities for the fiscal year ended June 30, 2023. It should be read in conjunction with the District's financial statements, which follow this section.

FINANCIAL HIGHLIGHTS

- The District's net position was $17,044,842 at June 30, 2023. This was an increase of $7,736,370 from the prior year.
- Overall revenues were $44,902,070, which exceeded expenses of $37,165,700.

OVERVIEW OF FINANCIAL STATEMENTS

Components of the Financial Section



OVERVIEW OF FINANCIAL STATEMENTS (continued)

Components of the Financial Section (continued)

This annual report consists of three parts – Management's Discussion and Analysis (this section), the basic financial statements, and required supplementary information. The three sections together provide a comprehensive overview of the District. The basic financial statements are comprised of two kinds of statements that present financial information from different perspectives:

- **Government-wide financial statements**, which comprise the first two statements, provide both short-term and long-term information about the entity's overall financial position.

- **Fund financial statements** focus on reporting the individual parts of District operations in more detail. The fund financial statements comprise the remaining statements.

    - **Governmental Funds** provide a detailed *short-term* view that helps you determine whether there are more or fewer financial resources that can be spent in the near future to finance the District's programs.

The financial statements also include notes that explain some of the information in the statements and provide more detailed data. The basic financial statements are followed by a section of required and other supplementary information that further explain and support the financial statements.

Government-Wide Statements

The government-wide statements report information about the District as a whole using accounting methods similar to those used by private-sector companies. The statement of net position includes all of the government's assets and liabilities. All of the current year's revenues and expenses are accounted for in the statement of activities, regardless of when cash is received or paid.

The two government-wide statements report the District's net position and how it has changed. Net position is one way to measure the District's financial health. Over time, increases or decreases in the District's net position are an indicator of whether its financial health is improving or deteriorating, respectively.

The government-wide financial statements of the District include governmental activities. All of the District's basic services are included here, such as regular education, food service, maintenance and general administration. Local control formula funding and federal and state grants finance most of these activities.

FINANCIAL ANALYSIS OF THE ENTITY AS A WHOLE

Net Position

The District's net position was $17,044,842 at June 30, 2023, as reflected in the table below. Of this amount, $(12,906,767) was unrestricted. Restricted net position is reported separately to show legal constraints from debt covenants and enabling legislation that limit the Governing Board's ability to use that net position for day-to-day operations.

	Governmental Activities		
	2023	2022	Net Change
ASSETS			
Current and other assets	$ 33,108,678	$ 34,988,969	$ (1,880,291)
Capital assets	53,672,662	47,749,326	5,923,336
Total Assets	86,781,340	82,738,295	4,043,045
DEFERRED OUTFLOWS OF RESOURCES	7,245,945	5,600,051	1,645,894
LIABILITIES			
Current liabilities	5,936,866	5,024,575	912,291
Long-term liabilities	68,444,139	64,815,682	3,628,457
Total Liabilities	74,381,005	69,840,257	4,540,748
DEFERRED INFLOWS OF RESOURCES	2,601,438	9,189,617	(6,588,179)
NET POSITION			
Net investment in capital assets	13,699,518	13,534,120	165,398
Restricted	16,252,091	12,520,921	3,731,170
Unrestricted	(12,906,767)	(16,746,569)	3,839,802
Total Net Position	$ 17,044,842	$ 9,308,472	$ 7,736,370

FINANCIAL ANALYSIS OF THE ENTITY AS A WHOLE (continued)

Changes in Net Position

The results of this year's operations for the District as a whole are reported in the Statement of Activities. The table below takes the information from the Statement and rearranges it slightly, so you can see our total revenues and expenses for the year.

	Governmental Activities		
	2023	2022	Net Change
REVENUES			
Program revenues			
Charges for services	$ 1,299,749	$ -	$ 1,299,749
Operating grants and contributions	16,650,332	10,171,550	6,478,782
General revenues			
Property taxes	15,404,671	14,792,002	612,669
Unrestricted federal and state aid	11,823,914	10,077,450	1,746,464
Other	(276,596)	1,035,415	(1,312,011)
Total Revenues	44,902,070	36,076,417	8,825,653
EXPENSES			
Instruction	20,576,786	14,034,695	6,542,091
Instruction-related services	2,255,111	1,813,224	441,887
Pupil services	4,615,269	4,663,491	(48,222)
General administration	2,419,788	2,669,991	(250,203)
Plant services	2,443,239	1,820,031	623,208
Ancillary and community services	618,335	573,978	44,357
Debt service	2,177,943	2,375,918	(197,975)
Other outgo	113,667	243,204	(129,537)
Depreciation	1,945,562	2,479,664	(534,102)
Total Expenses	37,165,700	30,674,196	6,491,504
Change in net position	7,736,370	5,402,221	2,334,149
Net Position - Beginning	9,308,472	3,906,251	5,402,221
Net Position - Ending	$ 17,044,842	$ 9,308,472	$ 7,736,370

The cost of all our governmental activities this year was $37,165,700 (refer to the table above). The amount that our taxpayers ultimately financed for these activities through taxes was $15,404,671 because a portion of the cost was paid by other governments and organizations who subsidized certain programs with grants and contributions.

FINANCIAL ANALYSIS OF THE ENTITY AS A WHOLE (continued)

Changes in Net Position (continued)

In the table below, we have presented the net cost of each of the District's functions. Net cost shows the financial burden that was placed on the District's taxpayers by each of these functions. Providing this information allows our citizens to consider the cost of each function in comparison to the benefits they believe are provided by that function.

	Net Cost of Services	
	2023	2022
Instruction	$ 8,306,849	$ 8,578,724
Instruction-related services	1,939,212	1,548,043
Pupil services	1,846,224	3,004,088
General administration	1,560,397	1,393,058
Plant services	1,985,139	1,315,822
Ancillary and community services	5,445	18,232
Debt service	2,177,943	2,375,918
Transfers to other agencies	(551,152)	(210,903)
Depreciation	1,945,562	2,479,664
Total	$ 19,215,619	$ 20,502,646

FINANCIAL ANALYSIS OF THE DISTRICT'S MAJOR FUNDS

The financial performance of the District as a whole is reflected in its governmental funds as well. As the District completed this year, its governmental funds reported a combined fund balance of $29,336,274 which is less than last year's ending fund balance of $32,653,831. The District's General Fund had $3,214,644 more in operating revenues than expenditures for the year ended June 30, 2023. The District's Child Development Fund had $696 more in operating revenues than expenditures for the year ended June 30, 2023. The District's Building Fund had $7,824,036 less in operating revenues than expenditures. The District's Capital Facilities Fund had $997,377 more in operating revenues than expenditures as well. The District's Bond Interest and Redemption Fund had $103,588 less in operating revenues than expenditures as well.

CURRENT YEAR BUDGET 2022-2023

During the fiscal year, budget revisions and appropriation transfers are presented to the Board for their approval on a regular basis to reflect changes to both revenues and expenditures that become known during the year. In addition, the Board of Education approves financial projections included with the Adopted Budget, First Interim, and Second Interim financial reports. The Unaudited Actuals reflect the District's financial projections and current budget based on State and local financial information.

CAPITAL ASSETS AND LONG-TERM LIABILITIES

Capital Assets

By the end of 2022-2023 the District had invested $53,672,662 in capital assets, net of accumulated depreciation.

	Governmental Activities		
	2023	2022	Net Change
CAPITAL ASSETS			
Land	$ 4,316,397	$ 4,316,397	$ -
Construction in progress	8,355,112	863,808	7,491,304
Land improvements	9,239,907	9,061,853	178,054
Buildings & improvements	53,898,495	53,874,054	24,441
Furniture & equipment	1,339,492	1,164,393	175,099
Less: Accumulated depreciation	(23,476,741)	(21,531,179)	(1,945,562)
Total Capital Assets	$ 53,672,662	$ 47,749,326	$ 5,923,336

Long-Term Liabilities

At year-end, the District had $68,444,139 in long-term liabilities, a decrease of 5.6% from last year – as shown in the table below. More detailed information about the District's long-term liabilities is presented in footnotes to the financial statements.

	Governmental Activities		
	2023	2022	Net Change
LONG-TERM LIABILITIES			
Total general obligation bonds	$ 52,478,530	$ 55,249,269	$ (2,770,739)
Compensated absences	169,716	146,255	23,461
Net pension liability	17,339,377	11,498,272	5,841,105
Less: current portion of long-term liabilities	(1,543,484)	(2,078,114)	534,630
Total Long-term Liabilities	$ 68,444,139	$ 64,815,682	$ 3,628,457

ECONOMIC FACTORS AND NEXT YEAR'S BUDGET

At the time these financial statements were prepared and audited, the District was aware of several circumstances that could affect its future financial health.

In its June 2023 quarterly report, the UCLA Anderson Forecast stated the U.S. economy was not in a recession yet, but the forecast comes with a caution. Anti-inflation actions by the Federal Reserve could still trigger a near-term recession. The Federal Reserve has said that its actions will be dependent on data. If data shows that the labor market continues to remain robust and if another jobs report shows strong growth in payroll employment and inflation remains sticky, the Federal Reserve will likely err on the side of further tightening of monetary policy and thus, a mild recession later this year is the most likely. The Forecast anticipates that there will be a mild impact on the State of California's economy regardless of the Federal Reserve's policy actions. The California unemployment rate averages for 2023, 2024, and 2025 are expected to be 4.1%, 4.0% and 4.0%, respectively, and non-farm payroll jobs are expected to grow at rates of 2.0%, 1.3%, and 1.6%, during the same three years.

ECONOMIC FACTORS AND NEXT YEAR'S BUDGET (continued)

Fiscal policy for the funding of public education changes annually based on fluctuations in State revenues. The May 2023 Budget Revision includes a total Proposition 98 guarantee of $106.8 billion ($77.4 billion General Fund and $29.4 billion local property tax) down from the January 2023 Governor's Budget Proposition 98 guarantee of $108.8 billion ($79.6 billion General Fund and $29.2 billion local property tax). The Proposition 98 Guarantee continues to be in Test 1 for 2022-23 and 2023-24. At May Revision, the 2023-24 cost-of-living adjustment (COLA) is updated to 8.22 percent, the largest COLA in the history of LCFF. Additionally, the May revise saw a reduction of $1.8 billion to the Arts, Music, and Instructional Materials Discretionary Block Grant and a $2.5 billion reduction of the Learning Recovery Emergency Block Grant.

The District participates in state employee pensions plans, California State Teachers' Retirement System (CalSTRS) and California Public Employees' Retirement System (CalPERS) and both are underfunded. The District's proportionate share of the liability is reported in the Statement of Net Position as of June 30, 2023. The amount of the liability is material to the financial position of the District. The CalSTRS projected employer contribution rate for 2023-24 is 19.10 percent. The CalPERS projected employer contribution rate for 2023-24 is 26.68 percent. The projected increased pension costs to school employers remain a significant fiscal factor.

Enrollment can fluctuate due to factors such as population growth, competition from private, parochial, inter-district transfers in or out, economic conditions and housing values. Losses in enrollment will cause a school district to lose operating revenues without necessarily permitting the district to make adjustments in fixed operating costs.

All of these factors were considered in preparing the District's budget for the 2023-24 fiscal year.

CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, students, and investors and creditors with a general overview of the District's finances and to show the District's accountability for the money it receives. If you have questions about this report or need any additional financial information, contact the Business Department, Bellevue Union Elementary School District, 3150 Education Drive, Santa Rosa, CA 95407.

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
STATEMENT OF NET POSITION
JUNE 30, 2023

	Governmental Activities
ASSETS	
Cash and investments	$ 30,065,163
Accounts receivable	3,043,515
Capital assets, not depreciated	12,671,509
Capital assets, net of accumulated depreciation	41,001,153
Total Assets	86,781,340
DEFERRED OUTFLOWS OF RESOURCES	
Deferred outflows related to pensions	6,915,693
Deferred amount on refunding	330,252
Total Deferred Outflows of Resources	7,245,945
LIABILITIES	
Accrued liabilities	4,024,160
Unearned revenue	369,222
Long-term liabilities, current portion	1,543,484
Long-term liabilities, non-current portion	68,444,139
Total Liabilities	74,381,005
DEFERRED INFLOWS OF RESOURCES	
Deferred inflows related to pensions	2,468,457
Deferred amount on refunding	132,981
Total Deferred Inflows of Resources	2,601,438
NET POSITION	
Net investment in capital assets	13,699,518
Restricted:	
Capital projects	3,271,880
Debt service	6,773,571
Educational programs	5,263,038
Food service	943,602
Unrestricted	(12,906,767)
Total Net Position	$ 17,044,842

The accompanying notes are an integral part of these financial statements.

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2023

Function/Programs	Expenses	Program Revenues: Charges for Services	Program Revenues: Operating Grants and Contributions	Net (Expenses) Revenues and Changes in Net Position: Governmental Activities
GOVERNMENTAL ACTIVITIES				
Instruction	$ 20,576,786	$ 150,950	$ 12,118,987	$ (8,306,849)
Instruction-related services				
Instructional supervision and administration	443,653	-	-	(443,653)
School site administration	1,811,458	-	315,899	(1,495,559)
Pupil services				
Home-to-school transportation	1,671,857	-	-	(1,671,857)
Food services	1,452,045	-	2,079,422	627,377
All other pupil services	1,491,367	403,586	286,037	(801,744)
General administration				
Centralized data processing	103,143	-	-	(103,143)
All other general administration	2,316,645	-	859,391	(1,457,254)
Plant services	2,443,239	310,524	147,576	(1,985,139)
Ancillary services	5,445	-	-	(5,445)
Community services	612,890	-	612,890	-
Interest on long-term debt	2,177,943	-	-	(2,177,943)
Other outgo	113,667	434,689	230,130	551,152
Depreciation (unallocated)	1,945,562	-	-	(1,945,562)
Total Governmental Activities	$ 37,165,700	$ 1,299,749	$ 16,650,332	(19,215,619)
General revenues				
Taxes and subventions				
Property taxes, levied for general purposes				10,452,801
Property taxes, levied for debt service				4,793,307
Property taxes, levied for other specific purposes				158,563
Federal and state aid not restricted for specific purposes				11,823,914
Interest and investment earnings				(621,475)
Miscellaneous				344,879
Subtotal, General Revenue				26,951,989
CHANGE IN NET POSITION				7,736,370
Net Position - Beginning				9,308,472
Net Position - Ending				$ 17,044,842

The accompanying notes are an integral part of these financial statements.

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
GOVERNMENTAL FUNDS
BALANCE SHEET
JUNE 30, 2023

	General Fund	Child Development Fund	Building Fund	Capital Facilities Fund	Bond Interest and Redemption Fund	Non-Major Governmental Funds	Total Governmental Funds
ASSETS							
Cash and investments	$ 11,658,421	$ 115,544	$ 6,740,610	$ 3,298,559	$ 7,394,549	$ 857,480	$ 30,065,163
Accounts receivable	2,247,179	556,925	-	-	-	239,411	3,043,515
Due from other funds	50,000	-	-	-	-	-	50,000
Total Assets	$ 13,955,600	$ 672,469	$ 6,740,610	$ 3,298,559	$ 7,394,549	$ 1,096,891	$ 33,158,678
LIABILITIES							
Accrued liabilities	$ 2,473,127	$ 638,773	$ 162,314	$ 26,685	$ -	$ 102,283	$ 3,403,182
Due to other funds	-	-	-	-	-	50,000	50,000
Unearned revenue	369,222	-	-	-	-	-	369,222
Total Liabilities	2,842,349	638,773	162,314	26,685	-	152,283	3,822,404
FUND BALANCES							
Nonspendable	2,500	-	-	-	-	1,000	3,500
Restricted	5,229,342	33,696	6,578,296	3,271,874	7,394,549	943,608	23,451,365
Assigned	4	-	-	-	-	-	4
Unassigned	5,881,405	-	-	-	-	-	5,881,405
Total Fund Balances	11,113,251	33,696	6,578,296	3,271,874	7,394,549	944,608	29,336,274
Total Liabilities and Fund Balances	$ 13,955,600	$ 672,469	$ 6,740,610	$ 3,298,559	$ 7,394,549	$ 1,096,891	$ 33,158,678

The accompanying notes are an integral part of these financial statements.

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET TO THE STATEMENT OF NET POSITION
JUNE 30, 2023

Total Fund Balance - Governmental Funds		$ 29,336,274
Amounts reported for assets and liabilities for governmental activities in the statement of net position are different from amounts reported in governmental funds because:		
Capital assets:		
In governmental funds, only current assets are reported. In the statement of net position, all assets are reported, including capital assets and accumulated depreciation:		
Capital assets	$ 77,149,403	
Accumulated depreciation	(23,476,741)	53,672,662
Deferred amount on refunding:		
In governmental funds, the net effect of refunding bonds is recognized when debt is issued, whereas this amount is deferred and amortized in the government-wide financial statements:		197,271
Unmatured interest on long-term debt:		
In governmental funds, interest on long-term debt is not recognized until the period in which it matures and is paid. In the government-wide statement of activities, it is recognized in the period that it is incurred. The additional liability for unmatured interest owing at the end of the period was:		(620,978)
Long-term liabilities:		
In governmental funds, only current liabilities are reported. In the statement of net position, all liabilities, including long-term liabilities, are reported. Long-term liabilities relating to governmental activities consist of:		
Total general obligation bonds	$ 52,478,530	
Compensated absences	169,716	
Net pension liability	17,339,377	(69,987,623)
Deferred outflows and inflows of resources relating to pensions:		
In governmental funds, deferred outflows and inflows of resources relating to pensions are not reported because they are applicable to future periods. In the statement of net position, deferred outflows and inflows of resources relating to pensions are reported.		
Deferred outflows of resources related to pensions	$ 6,915,693	
Deferred inflows of resources related to pensions	(2,468,457)	4,447,236
Total Net Position - Governmental Activities		$ 17,044,842

The accompanying notes are an integral part of these financial statements.

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
GOVERNMENTAL FUNDS
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
FOR THE YEAR ENDED JUNE 30, 2023

	General Fund	Child Development Fund	Building Fund	Capital Facilities Fund	Bond Interest and Redemption Fund	Non-Major Governmental Funds	Total Governmental Funds
REVENUES							
LCFF sources	$ 21,468,283	$ -	$ -	$ -	$ -	$ -	$ 21,468,283
Federal sources	3,780,870	-	-	-	188,699	1,291,442	5,261,011
Other state sources	9,524,850	1,962,110	-	-	17,620	537,547	12,042,127
Other local sources	1,530,530	696	(64,673)	1,224,017	4,617,104	(21,032)	7,286,642
Total Revenues	36,304,533	1,962,806	(64,673)	1,224,017	4,823,423	1,807,957	46,058,063
EXPENDITURES							
Current							
Instruction	21,426,405	1,962,110	-	-	-	-	23,388,515
Instruction-related services							
Instructional supervision and administration	537,683	-	-	-	-	-	537,683
School site administration	2,167,568	-	-	-	-	-	2,167,568
Pupil services							
Home-to-school transportation	1,671,857	-	-	-	-	-	1,671,857
Food services	51,171	-	-	-	-	1,410,501	1,461,672
All other pupil services	1,616,362	-	-	-	-	-	1,616,362
General administration							
Centralized data processing	105,090	-	-	-	-	-	105,090
All other general administration	2,606,018	-	-	-	-	-	2,606,018
Plant services	2,289,400	-	-	73,501	-	106	2,363,007
Facilities acquisition and construction	-	-	7,759,363	39,472	-	-	7,798,835
Ancillary services	5,445	-	-	-	-	-	5,445
Community services	612,890	-	-	-	-	-	612,890
Enterprise activities	-	-	-	-	-	-	-
Transfers to other agencies	-	-	-	113,667	-	-	113,667
Debt service							
Principal	-	-	-	-	3,440,000	-	3,440,000
Interest and other	-	-	-	-	1,487,011	-	1,487,011
Total Expenditures	33,089,889	1,962,110	7,759,363	226,640	4,927,011	1,410,607	49,375,620
Excess (Deficiency) of Revenues Over Expenditures	3,214,644	696	(7,824,036)	997,377	(103,588)	397,350	(3,317,557)
Other Financing Sources (Uses)							
Transfers in	2	-	-	-	-	-	2
Transfers out	-	-	-	-	-	(2)	(2)
Net Financing Sources (Uses)	2	-	-	-	-	(2)	-
NET CHANGE IN FUND BALANCE	3,214,646	696	(7,824,036)	997,377	(103,588)	397,348	(3,317,557)
Fund Balance - Beginning	7,898,605	33,000	14,402,332	2,274,497	7,498,137	547,260	32,653,831
Fund Balance - Ending	$ 11,113,251	$ 33,696	$ 6,578,296	$ 3,271,874	$ 7,394,549	$ 944,608	$ 29,336,274

The accompanying notes are an integral part of these financial statements.

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
RECONCILIATION OF THE GOVERNMENTAL FUNDS STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES TO THE STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2023

Net Change in Fund Balances - Governmental Funds		$ (3,317,557)
Amounts reported for governmental activities in the statement of activities are different from amounts reported in governmental funds because:		
Capital outlay:		
In governmental funds, the costs of capital assets are reported as expenditures in the period when the assets are acquired. In the statement of activities, costs of capital assets are allocated over their estimated useful lives as depreciation expense. The difference between capital outlay expenditures and depreciation expense for the period is:		
Expenditures for capital outlay:	$ 7,868,898	
Depreciation expense:	(1,945,562)	5,923,336
Debt service:		
In governmental funds, repayments of long-term debt are reported as expenditures. In the government-wide statements, repayments of long-term debt are reported as reductions of liabilities. Expenditures for repayment of the principal portion of long-term debt were:		3,440,000
Deferred amounts on refunding:		
In governmental funds, deferred amounts on refunding are recognized in the period they are incurred. In the government-wide statements, the deferred amounts on refunding are amortized over the life of the debt. The net effect of the deferred amounts on refunding during the period was:		(12,016)
Unmatured interest on long-term debt:		
In governmental funds, interest on long-term debt is recognized in the period that it becomes due. In the government-wide statement of activities, it is recognized in the period it is incurred. Unmatured interest owing at the end of the period, less matured interest paid during the period but owing from the prior period, was:		(9,655)
Accreted interest on long-term debt:		
In governmental funds, accreted interest on capital appreciation bonds is not recorded as an expenditure from current sources. In the government-wide statement of activities, however, this is recorded as interest expense for the period.		(776,505)
Compensated absences:		
In governmental funds, compensated absences are measured by the amounts paid during the period. In the statement of activities, compensated absences are measured by the amount earned. The difference between compensated absences paid and compensated absences earned, was:		(23,461)

(continued on the next page)

The accompanying notes are an integral part of these financial statements.

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
RECONCILIATION OF THE GOVERNMENTAL FUNDS STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES TO THE STATEMENT OF ACTIVITIES, continued
FOR THE YEAR ENDED JUNE 30, 2023

Pensions:	
In governmental funds, pension costs are recognized when employer contributions are made. In the government-wide statement of activities, pension costs are recognized on the accrual basis. This year, the difference between accrual-basis pension costs and employer contributions was:	2,404,984
Amortization of debt issuance premium or discount:	
In governmental funds, if debt is issued at a premium or at a discount, the premium or discount is recognized as an Other Financing Source or an Other Financing Use in the period it is incurred. In the government-wide statements, the premium or discount is amortized over the life of the debt. Amortization of premium or discount for the period is:	107,244
Change in Net Position of Governmental Activities	$ 7,736,370

The accompanying notes are an integral part of these financial statements.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Financial Reporting Entity

The Bellevue Union Elementary School District (the "District") accounts for its financial transactions in accordance with the policies and procedures of the Department of Education's *California School Accounting Manual.* The accounting policies of the District conform to generally accepted accounting principles as prescribed by the Governmental Accounting Standards Board (GASB) and the American Institute of Certified Public Accountants (AICPA).

The District operates under a locally elected Board form of government and provides educational services to grades K-6 as mandated by the state and grades K-12 at the charter school. A reporting entity is comprised of the primary government, component units, and other organizations that are included to ensure the financial statements are not misleading. The primary government of the District consists of all funds, departments and agencies that are not legally separate from the District. For the District, this includes general operations, food service, and student-related activities.

B. Component Units

Component units are legally separate organizations for which the District is financially accountable. Component units may also include organizations that are fiscally dependent on the District in that the District approves their budget, the issuance of their debt or the levying of their taxes. In addition, component units are other legally separate organizations for which the District is not financially accountable but the nature and significance of the organization's relationship with the District is such that exclusion would cause the District's financial statements to be misleading or incomplete. The District has no such component units.

C. Basis of Presentation

Government-Wide Statements. The statement of net position and the statement of activities display information about the primary government (the District). These statements include the financial activities of the overall government. Eliminations have been made to minimize the double-counting of internal activities. Governmental activities generally are financed through taxes, intergovernmental revenue, and other non-exchange transactions.

The statement of activities presents a comparison between direct expenses and program revenue for each function of the District's governmental activities. Direct expenses are those that are specifically associated with a program or function and, therefore, are clearly identifiable to a particular function. Indirect expense allocations that have been made in the funds have been reserved for the statement of activities. Program revenues include charges paid by the recipients of the goods or services offered by the programs and grants and contributions that are restricted to meeting of operational or capital requirements of a particular program. Revenues that are not classified as program revenues are presented as general revenues. The comparison of program revenues and expenses identifies the extent to which each program or business segment is self-financing or draws from the general revenues of the District.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

C. Basis of Presentation (continued)

Fund Financial Statements. The fund financial statements provide information about the District's funds. The emphasis of fund financial statements is on major governmental funds, each displayed in a separate column. All remaining governmental funds are aggregated and reported as non-major funds.

Governmental funds are used to account for activities that are governmental in nature. Governmental activities are typically tax-supported and include education of pupils, operation of food service and child development programs, construction and maintenance of school facilities, and repayment of long-term debt.

Major Governmental Funds

General Fund: The General Fund is the main operating fund of the District. It is used to account for all activities except those that are required to be accounted for in another fund. In keeping with the minimum number of funds principle, all of the District's activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. A District may have only one General Fund.

Child Development Fund. This fund is used to account separately for federal, state, and local revenues to operate child development programs.

Building Fund: This fund exists primarily to account separately for proceeds from the sale of bonds (*Education Code Section* 15146) and may not be used for any purposes other than those for which the bonds were issued. Other authorized revenues to the Building Fund are proceeds from the sale or lease-with-option-to-purchase of real property (*Education Code Section* 17462) and revenue from rentals and leases of real property specifically authorized for deposit into the fund by the governing board (*Education Code Section* 41003).

Capital Facilities Fund: This fund is used primarily to account separately for moneys received from fees levied on developers or other agencies as a condition of approving a development (Education Code Sections 17620–17626). The authority for these levies may be county/city ordinances (Government Code Sections 65970–65981) or private agreements between the District and the developer. Interest earned in the Capital Facilities Fund is restricted to that fund (Government Code Section 66006).

Capital Project Funds: Capital project funds are established to account for financial resources to be used for the acquisition or construction of major capital facilities (other than those financed by proprietary funds and trust funds).

Bond Interest and Redemption Fund: This fund is used for the repayment of bonds issued for the District (*Education Code Sections* 15125–15262). The board of supervisors of the county issues the bonds. The proceeds from the sale of the bonds are deposited in the county treasury to the Building Fund of the District. Any premiums or accrued interest received from the sale of the bonds must be deposited in the Bond Interest and Redemption Fund of the District. The county auditor maintains control over the District's Bond Interest and Redemption Fund. The principal and interest on the bonds must be paid by the county treasurer from taxes levied by the county auditor-controller.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

C. Basis of Presentation (continued)

Non-Major Governmental Funds

Special Revenue Funds: Special revenue funds are used to account for and report the proceeds of specific revenue sources that are restricted or committed to expenditures for specified purposes other than debt service or capital projects. The District maintains the following special revenue funds:

Charter Schools Fund: This fund may be used by authorizing LEAs to account separately for the activities of LEA-operated charter schools that would otherwise be reported in the authorizing LEA's general fund. If an LEA uses this fund for any of a charter school's operating activities, it should use this fund for all of the charter school's operating activities.

Cafeteria Fund: This fund is used to account separately for federal, state, and local resources to operate the food service program (*Education Code Sections* 38090–38093). The Cafeteria Fund shall be used only for those expenditures authorized by the governing board as necessary for the operation of the District's food service program (*Education Code Sections* 38091 and 38100).

Capital Project Funds: Capital project funds are established to account for financial resources to be used for the acquisition or construction of major capital facilities (other than those financed by proprietary funds and trust funds).

County School Facilities Fund: This fund is established pursuant to *Education Code Section* 17070.43 to receive apportionments from the 1998 State School Facilities Fund (Proposition 1A), the 2002 State School Facilities Fund (Proposition 47), or the 2004 State School Facilities Fund (Proposition 55) authorized by the State Allocation Board for new school facility construction, modernization projects, and facility hardship grants, as provided in the Leroy F. Greene School Facilities Act of 1998 (*Education Code Section* 17070 et seq.).

D. Basis of Accounting – Measurement Focus

Government-Wide Financial Statements
The government-wide financial statements are reported using the economic resources measurement focus. The government-wide financial statements are reported using the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

D. Basis of Accounting – Measurement Focus (continued)

Government-Wide Financial Statements (continued)
Net Position equals assets and deferred outflows of resources minus liabilities and deferred inflows of resources. Net investment in capital assets consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowings used for the acquisition, construction or improvement of those assets. The net position should be reported as restricted when constraints placed on its use are either externally imposed by creditors (such as through debt covenants), grantors, contributors, or laws or regulations of other governments or imposed by law through constitutional provisions or enabling legislation. The net position restricted for other activities results from special revenue funds and the restrictions on their use.

Governmental Funds
Basis of accounting refers to when revenues and expenditures are recognized in the accounts and reported in the financial statements. Governmental funds use the modified accrual basis of accounting.

Revenues – Exchange and Non-Exchange Transactions
Revenue resulting from exchange transactions, in which each party gives and receives essentially equal value, is recorded under the accrual basis when the exchange takes place. On a modified accrual basis, revenue is recorded in the fiscal year in which the resources are measurable and become available. "Available" means the resources will be collected within the current fiscal year or are expected to be collected soon enough thereafter to be used to pay liabilities of the current fiscal year. Generally, "available" means collectible within the current period or within 60 days after year-end. However, to achieve comparability of reporting among California school districts and so as not to distort normal revenue patterns, with specific respect to reimbursement grants and corrections to State-aid apportionments, the California Department of Education has defined available for school districts as collectible within one year.

Non-exchange transactions, in which the District receives value without directly giving equal value in return, include property taxes, grants, and entitlements. Under the accrual basis, revenue from property taxes is recognized in the fiscal year for which the taxes are levied. Revenue from the grants and entitlements is recognized in the fiscal year in which all eligibility requirements have been satisfied.

Eligibility requirements include timing requirements, which specify the year when the resources are to be used or the fiscal year when use is first permitted; matching requirements, in which the District must provide local resources to be used for a specific purpose; and expenditure requirements, in which the resources are provided to the District on a reimbursement basis. Under the modified accrual basis, revenue from non-exchange transactions must also be available before it can be recognized.

Unearned Revenue
Unearned revenue arises when potential revenue does not meet both the "measurable" and "available" criteria for recognition in the current period or when resources are received by the District prior to the incurrence of qualifying expenditures. In subsequent periods, when both revenue recognition criteria are met, or when the District has a legal claim to the resources, the liability for unearned revenue is removed from the balance sheet and revenue is recognized.

Certain grants received that have not met eligibility requirements are recorded as unearned revenue. On the governmental fund financial statements, receivables that will not be collected within the available period are also recorded as unearned revenue.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

D. Basis of Accounting – Measurement Focus (continued)

Expenses/Expenditures
On the accrual basis of accounting, expenses are recognized at the time a liability is incurred. On the modified accrual basis of accounting, expenditures are generally recognized in the accounting period in which the related fund liability is incurred, as under the accrual basis of accounting. However, under the modified accrual basis of accounting, debt service expenditures, as well as expenditures related to compensated absences and claims and judgments, are recorded only when payment is due. Allocations of cost, such as depreciation and amortization, are not recognized in the governmental funds. When both restricted and unrestricted resources are available for use, it is the District's policy to use restricted resources first, then unrestricted resources as they are needed.

E. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, Fund Balance and Net Position

Cash and Cash Equivalents
The District's cash and cash equivalents consist of cash on hand, demand deposits and short-term investments with original maturities of three months or less from the date of acquisition.

Investments
Investments with original maturities greater than one year are stated at fair value. Fair value is estimated based on quoted market prices at year-end. All investments not required to be reported at fair value are stated at cost or amortized cost. Fair values of investments in county and State investment pools are determined by the program sponsor.

Inventories
Inventories are recorded using the purchases method in that the cost is recorded as an expenditure at the time the individual inventory items are requisitioned. Inventories are valued at historical cost and consist of expendable supplies held for consumption.

Capital Assets
The accounting and reporting treatment applied to the capital assets associated with a fund is determined by its measurement focus. Capital assets are reported in the governmental activities column of the government-wide statement of net position, but are not reported in the fund financial statements.

Capital assets are capitalized at cost (or estimated historical cost) and updated for additions and retirements during the year. Donated fixed assets are recorded at their acquisition value as of the date received. The District maintains a capitalization threshold of $5,000. The District does not own any infrastructure as defined in GASB Statement No. 34. Improvements are capitalized; the costs of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are not capitalized. All reported capital assets, except for land and construction in progress, are depreciated. Improvements are depreciated over the remaining useful lives of the related capital assets.

Depreciation is computed using the straight-line method over an estimated useful life of 5 to 50 years depending on the asset class.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

E. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, Fund Balance and Net Position (continued)

Interfund Balances
On fund financial statements, receivables and payables resulting from short-term interfund loans are classified as "Due from other funds/Due to other funds." These amounts are eliminated in the governmental activities columns of the statement of net position.

Compensated Absences
Accumulated unpaid employee vacation benefits are accrued as a liability as the benefits are earned. The entire compensated absence liability is reported on the government-wide financial statements. For governmental funds, the current portion of unpaid compensated absences is recognized upon the occurrence of relevant events such as employee resignations and retirements that occur prior to year-end that have not yet been paid with expendable available financial resource. These amounts are recorded in the fund from which the employees who have accumulated leave are paid.

Accumulated sick leave benefits are not recognized as liabilities of the District. The District's policy is to record sick leave as an operating expense in the period taken because such benefits do not vest, nor is payment probable; however, unused sick leave is added to the creditable service period for calculation of retirement benefits when the employee retires.

Accrued Liabilities and Long-Term Obligations
All payables, accrued liabilities, and long-term obligations are reported in the government-wide financial statements. In general, governmental fund payables and accrued liabilities that, once incurred, are paid in a timely manner and in full from current financial resources are reported as obligations of the funds.

Premiums and Discounts
In the government-wide financial statements, long-term obligations are reported as liabilities in the statement of net position. Bond premiums and discounts are deferred and amortized over the life of the bonds using the straight-line method.

Deferred Outflows/Deferred Inflows of Resources
In addition to assets, the District will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then.

In addition to liabilities, the District will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period and so will not be recognized as an inflow of resources (revenue) until that time.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

E. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, Fund Balance and Net Position (continued)

Pensions

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the defined benefit pension plans (the Plans) of the California State Teachers' Retirement System (CalSTRS) and the California Public Employees' Retirement System (CalPERS) and additions to/deductions from the Plans' fiduciary net position have been determined on the same basis as they are reported by the Plans. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

Fund Balance

Fund balance is divided into five classifications based primarily on the extent to which the District is bound to observe constraints imposed upon the use of the resources in the governmental funds. The classifications are as follows:

Nonspendable - The nonspendable fund balance classification reflects amounts that are not in spendable form. Examples include inventory, lease receivables (net of related deferred inflows), prepaid items, the long-term portion of loans receivable, and nonfinancial assets held for resale. This classification also reflects amounts that are in spendable form but that are legally or contractually required to remain intact, such as the principal of a permanent endowment.

Restricted - The restricted fund balance classification reflects amounts subject to externally imposed and legally enforceable constraints. Such constraints may be imposed by creditors, grantors, contributors, or laws or regulations of other governments, or may be imposed by law through constitutional provisions or enabling legislation.

Committed - The committed fund balance classification reflects amounts subject to internal constraints self-imposed by formal action of the Governing Board. The constraints giving rise to committed fund balance must be imposed no later than the end of the reporting period. The actual amounts may be determined subsequent to that date but prior to the issuance of the financial statements. In contrast to restricted fund balance, committed fund balance may be redirected by the government to other purposes as long as the original constraints are removed or modified in the same manner in which they were imposed, that is, by the same formal action of the Governing Board.

Assigned - The assigned fund balance classification reflects amounts that the government *intends* to be used for specific purposes. Assignments may be established either by the Governing Board or by a designee of the governing body, and are subject to neither the restricted nor committed levels of constraint. In contrast to the constraints giving rise to committed fund balance, constraints giving rise to assigned fund balance are not required to be imposed, modified, or removed by formal action of the Governing Board. The action does not require the same level of formality and may be delegated to another body or official. Additionally, the assignment need not be made before the end of the reporting period, but rather may be made any time prior to the issuance of the financial statements.

Unassigned - In the General Fund only, the unassigned fund balance classification reflects the residual balance that has not been assigned to other funds and that is not restricted, committed, or assigned to specific purposes. However, deficits in any fund, including the General Fund that cannot be eliminated by reducing or eliminating amounts assigned to other purposes are reported as negative unassigned fund balance.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

E. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, Fund Balance and Net Position (continued)

Fund Balance (continued)

Unassigned (continued) - The District applies restricted resources first when expenditures are incurred for purposes for which either restricted or unrestricted (committed, assigned and unassigned) amounts are available. Similarly, within unrestricted fund balance, committed amounts are reduced first followed by assigned, and then unassigned amounts when expenditures are incurred for purposes for which amounts in any of the unrestricted fund balance classifications could be used.

F. Interfund Activity

Exchange transactions between funds are reported as revenues in the seller funds and as expenditures/expenses in the purchaser funds. Flows of cash or goods from one fund to another without a requirement for repayment are reported as interfund transfers. Interfund transfers are reported as other financing sources/uses in governmental funds. Repayments from funds responsible for particular expenditures/expenses to the funds that initially paid for them are not presented in the financial statements. Interfund transfers are eliminated in the governmental activities columns of the statement of activities.

G. Estimates

The preparation of the financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

H. Budgetary Data

The budgetary process is prescribed by provisions of the California Education Code and requires the governing board to hold a public hearing and adopt an operating budget no later than July 1 of each year. The District governing board satisfied these requirements. The adopted budget is subject to amendment throughout the year to give consideration to unanticipated revenue and expenditures primarily resulting from events unknown at the time of budget adoption with the legal restriction that expenditures cannot exceed appropriations by major object account.

The amounts reported as the original budgeted amounts in the budgetary statements reflect the amounts when the original appropriations were adopted. The amounts reported as the final budgeted amounts in the budgetary statements reflect the amounts after all budget amendments have been accounted for. For purposes of the budget, on-behalf payments have not been included as revenue and expenditures as required under generally accepted accounting principles.

I. Property Tax

Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are payable in two installments on November 1 and February 1 and become delinquent on December 10 and April 10, respectively. Unsecured property taxes are payable in one installment on or before August 31. The County Auditor-Controller bills and collects the taxes on behalf of the District. Local property tax revenues are recorded when received.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

J. New Accounting Pronouncements

GASB Statement No. 91 – In May 2019, GASB issued Statement No. 91, *Conduit Debt Obligations*. This standard's primary objectives are to provide a single method of reporting conduit debt obligations by issuers and eliminate diversity in practice associated with (1) commitments extended by issuers, (2) arrangements associated with conduit debt obligations, and (3) related note disclosures. The statement was postponed by GASB Statement No. 95 and is effective for periods beginning after December 15, 2021. The District has fully implemented this Statement as of June 30, 2023.

GASB Statement No. 96 – In May 2020, GASB issued Statement No. 96, *Subscription-Based Information Technology Arrangements*. This statement provides guidance on the accounting and financial reporting for subscription-based information technology arrangements (SBITAs) for governments. This statement defines a SBITA; establishes that a SBITA results in a right-to-use subscription asset—an intangible asset—and a corresponding subscription liability; provides the capitalization criteria for outlays other than subscription payments, including implementation costs of a SBITA; and requires note disclosures regarding a SBITA. To the extent relevant, the standards for SBITAs are based on the standards established in Statement No. 87, *Leases*, as amended. The statement is effective for periods beginning after June 15, 2022. The District has fully implemented this Statement as of June 30, 2023.

GASB Statement No. 99 – In April 2022, GASB issued Statement No. 99, *Omnibus 2022*. The objectives of this statement are to enhance comparability in accounting and financial reporting and to improve the consistency of authoritative literature by addressing (1) practice issues that have been identified during implementation and application of certain GASB Statements and (2) accounting and financial reporting for financial guarantees. The statement addresses various practice issues, including: (a) clarification of provisions in Statement No. 87, *Leases*, as amended, related to the determination of the lease term, classification of a lease as a short-term lease, recognition and measurement of a lease liability and a lease asset, and identification of lease incentives, (b) disclosures related to nonmonetary transactions; clarification of provisions in Statement No. 34, *Basic Financial Statements—and Management's Discussion and Analysis—for State and Local Governments*, as amended, related to the focus of the government-wide financial statements, (c) terminology updates related to certain provisions of Statement No. 63, *Financial Reporting of Deferred Outflows of Resources, Deferred Inflows of Resources, and Net Position*, and (d) terminology used in Statement 53 to refer to resource flows statements. A portion of this statement was effective upon issuance, while the remaining portions of this statement were effective for periods beginning after June 15, 2022 and for periods beginning after June 15, 2023. The District has implemented the requirements that were effective upon issuance but has not yet determined the impact on the financial statements for the requirements of this statement that are not yet effective.

GASB Statement No. 100 – In June 2022, GASB issued Statement No. 100, *Accounting Changes and Error Corrections* – an amendment of GASB Statement No. 62. The primary objective of this statement is to enhance accounting and financial reporting requirements for accounting changes and error corrections to provide more understandable, reliable, relevant, consistent, and comparable information for making decisions or assessing accountability. This statement is effective for periods beginning after June 15, 2023. The District has not yet determined the impact on the financial statements.

GASB Statement No. 101 – In June 2022, GASB issued Statement No. 101, *Compensated Absences*. The objective of this statement is to better meet the information needs of financial statement users by updating the recognition and measurement guidance for compensated absences. That objective is achieved by aligning the recognition and measurement guidance under a unified model and by amending certain previously required disclosures. This statement is effective for periods beginning after December 15, 2023. The District has not yet determined the impact on the financial statements.

NOTE 2 – CASH AND INVESTMENTS

A. Summary of Cash and Investments

	Governmental Activities
Investment in county treasury	$ 31,022,582
Fair value adjustment	(1,047,615)
Cash on hand and in banks	86,696
Cash in revolving fund	3,500
Total	$ 30,065,163

B. Policies and Practices

The District is authorized under California Government Code to make direct investments in local agency bonds, notes, or warrants within the state; U.S. Treasury instruments; registered state warrants or treasury notes; securities of the U.S. Government, or its agencies; bankers acceptances; commercial paper; certificates of deposit placed with commercial banks and/or savings and loan companies; repurchase or reverse repurchase agreements; medium term corporate notes; shares of beneficial interest issued by diversified management companies, certificates of participation, obligations with first priority security; collateralized mortgage obligations; and the County Investment Pool.

Investment in County Treasury – The District maintains substantially all of its cash in the County Treasury in accordance with *Education Code Section* 41001. The Sonoma County Treasurer's pooled investments are managed by the County Treasurer who reports on a monthly basis to the board of supervisors. In addition, the function of the County Treasury Oversight Committee is to review and monitor the County's investment policy. The committee membership includes the Treasurer and Tax Collector, the Auditor-Controller, Chief Administrative Officer, Superintendent of Schools Representative, and a public member. The fair value of the District's investment in the pool is based upon the District's pro-rata share of the fair value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis.

NOTE 2 – CASH AND INVESTMENTS (continued)

C. General Authorizations

Except for investments by trustees of debt proceeds, the authority to invest District funds deposited with the county treasury is delegated to the County Treasurer and Tax Collector. Additional information about the investment policy of the County Treasurer and Tax Collector may be obtained from its website. The table on the next page identifies the investment types permitted by California Government Code.

Authorized Investment Type	Maximum Remaining Maturity	Maximum Percentage of Portfolio	Maximum Investment in One Issuer
Local Agency Bonds, Notes, Warrants	5 years	None	None
Registered State Bonds, Notes, Warrants	5 years	None	None
U. S. Treasury Obligations	5 years	None	None
U. S. Agency Securities	5 years	None	None
Banker's Acceptance	180 days	40%	30%
Commercial Paper	270 days	25%	10%
Negotiable Certificates of Deposit	5 years	30%	None
Repurchase Agreements	1 year	None	None
Reverse Repurchase Agreements	92 days	20% of base	None
Medium-Term Corporate Notes	5 years	30%	None
Mutual Funds	N/A	20%	10%
Money Market Mutual Funds	N/A	20%	10%
Mortgage Pass-Through Securities	5 years	20%	None
County Pooled Investment Funds	N/A	None	None
Local Agency Investment Fund (LAIF)	N/A	None	None
Joint Powers Authority Pools	N/A	None	None

D. Interest Rate Risk

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates. The District manages its exposure to interest rate risk by investing in the County Treasury. The District maintains a pooled investment with the County Treasury with a fair value of $29,975,967. The average weighted maturity for this pool is 539 days.

E. Credit Risk

Credit risk is the risk that an issuer of an investment will not fulfill its obligation to the holder of the investment. This is measured by the assignment of a rating by a nationally recognized statistical rating organization. The investments in the County Treasury are not required to be rated.

NOTE 2 – CASH AND INVESTMENTS (continued)

F. Custodial Credit Risk – Deposits

This is the risk that in the event of a bank failure, the District's deposits may not be returned to it. The District does not have a policy for custodial credit risk for deposits. However, the California Government Code requires that a financial institution secure deposits made by state or local governmental units by pledging securities in an undivided collateral pool held by a depository regulated under state law. The market value of the pledged securities in the collateral pool must equal at least 110 percent of the total amount deposited by the public agencies. California law also allows financial institutions to secure public deposits by pledging first trust deed mortgage notes having a value of 150 percent of the secured public deposits and letters of credit issued by the Federal Home Loan Bank of San Francisco having a value of 105 percent of the secured deposits. As of June 30, 2023, the District's bank balance was not exposed to custodial credit risk.

G. Fair Value

The District categorizes the fair value measurements of its investments based on the hierarchy established by generally accepted accounting principles. The fair value hierarchy is based on the valuation inputs used to measure an asset's fair value. The following provides a summary of the hierarchy used to measure fair value:

Level 1 - Quoted prices (unadjusted) in active markets for identical assets.

Level 2 - Observable inputs other than Level 1 prices such as quoted prices for similar assets in active markets, quoted prices for identical or similar assets in markets that are not active, or other inputs that are observable, either directly or indirectly.

Level 3 - Unobservable inputs should be developed using the best information available under the circumstances, which might include the District's own data. The District should adjust that data if reasonable available information indicates that other market participants would use different data or certain circumstances specific to the District are not available to other market participants.

Uncategorized - Investments in the Sonoma County Treasury Investment Pool are not measured using the input levels above because the District's transactions are based on a stable net asset value per share. All contributions and redemptions are transacted at $1.00 net asset value per share.

The District's fair value measurements at June 30, 2023 were as follows:

	Uncategorized
Investment in county treasury	$ 29,974,967
Total	$ 29,974,967

NOTE 3 – ACCOUNTS RECEIVABLE

Accounts receivable at June 30, 2023 consisted of the following:

	General Fund	Child Development Fund	Non-Major Governmental Funds	Governmental Activities
Federal Government				
Categorical aid	$ 1,648,887	$ -	$ 156,283	$ 1,805,170
State Government				
Apportionment	93,488	-	-	93,488
Categorical aid	418,077	556,925	83,128	1,058,130
Lottery	86,727	-	-	86,727
Total	$ 2,247,179	$ 556,925	$ 239,411	$ 3,043,515

NOTE 4 – CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2023 was as follows:

	Balance July 01, 2022	Additions	Deletions	Balance June 30, 2023
Governmental Activities				
Capital assets not being depreciated				
Land	$ 4,316,397	$ -	$ -	$ 4,316,397
Construction in progress	863,808	7,565,471	74,167	8,355,112
Total capital assets not being depreciated	5,180,205	7,565,471	74,167	12,671,509
Capital assets being depreciated				
Land improvements	9,061,853	178,054	-	9,239,907
Buildings & improvements	53,874,054	24,441	-	53,898,495
Furniture & equipment	1,164,393	175,099	-	1,339,492
Total capital assets being depreciated	64,100,300	377,594	-	64,477,894
Less: Accumulated depreciation				
Land improvements	4,503,837	519,113	-	5,022,950
Buildings & improvements	16,223,322	1,315,925	-	17,539,247
Furniture & equipment	804,020	110,524	-	914,544
Total accumulated depreciation	21,531,179	1,945,562	-	23,476,741
Total capital assets being depreciated, net	42,569,121	(1,567,968)	-	41,001,153
Governmental Activities Capital Assets, net	$ 47,749,326	$ 5,997,503	$ 74,167	$ 53,672,662

NOTE 5 – INTERFUND TRANSACTIONS

A. Interfund Receivables/Payables (Due From/Due To)

The individual interfund receivable and payable balances at June 30, 2023 consist of $50,000, a due from Cafeteria Fund to the General Fund for loan.

NOTE 5 – INTERFUND TRANSACTIONS (continued)

B. Operating Transfers

The individual interfund transfer for the year ended June 30, 2023 consisted of a transfer of $2 from the Charter Schools Fund to the General Fund to close the fund.

NOTE 6 – ACCRUED LIABILITIES

Accrued liabilities at June 30, 2023 consisted of the following:

	General Fund	Child Development Fund	Building Fund	Capital Facilities Fund	Non-Major Governmental Funds	District-Wide	Governmental Activities
Payroll	$ 433,792	$ -	$ -	$ -	$ 4,419	$ -	$ 438,211
Construction	-	-	162,314	26,685	-	-	188,999
Vendors payable	827,665	638,773	-	-	97,864	-	1,564,302
Unmatured interest	-	-	-	-	-	620,978	620,978
Due to grantor government	1,211,670	-	-	-	-	-	1,211,670
Total	$ 2,473,127	$ 638,773	$ 162,314	$ 26,685	$ 102,283	$ 620,978	$ 4,024,160

NOTE 7 – UNEARNED REVENUE

Unearned revenue at June 30, 2023 consisted of the following:

	General Fund
Federal sources	$ 196,656
Local sources	172,566
Total	$ 369,222

NOTE 8 – LONG-TERM LIABILITIES

A schedule of changes in long-term liabilities for the year ended June 30, 2023 consisted of the following:

	Balance July 01, 2022	Additions	Deductions	Balance June 30, 2023	Balance Due In One Year
Governmental Activities					
General obligation bonds	$ 52,545,583	$ 776,505	$ 3,440,000	$ 49,882,088	$ 1,436,240
Unamortized premium	2,703,686	-	107,244	2,596,442	107,244
Total general obligation bonds	55,249,269	776,505	3,547,244	52,478,530	1,543,484
Compensated absences	146,255	23,461	-	169,716	-
Net pension liability	11,498,272	5,841,105	-	17,339,377	-
Total	$ 66,893,796	$ 6,641,071	$ 3,547,244	$ 69,987,623	$ 1,543,484

- Payments for general obligation bonds are made in the Bond Interest and Redemption Fund.
- Payments for compensated absences are typically liquidated in the General Fund and the Non-Major Governmental Funds.

NOTE 8 – LONG-TERM LIABILITIES (continued)

A. Compensated Absences

Total unpaid employee compensated absences as of June 30, 2023 amounted to $169,716. This amount is included as part of long-term liabilities in the government-wide financial statements.

B. General Obligation Bonds

The outstanding general obligation debt of the District at June 30, 2023 is:

Series	Issue Date	Maturity Date	Interest Rate	Original Issue	Bonds Outstanding July 01, 2022	Additions	Deductions	Bonds Outstanding June 30, 2023
2000 CAB	2000	2024	5.4% - 6.3%	2,976,210	$ 5,682,216	$ 317,531	$ 1,915,000	$ 4,084,747
2011 Series A	2012	2036	0.11%	378,528	1,198,116	140,607	-	1,338,723
2011 Series B	2012	2029	5.00%	4,350,000	4,350,000	-	-	4,350,000
2011 Series C	2012	2042	6.94% - 7.25%	774,040	821,767	58,107	-	879,874
2014 Series B	2016	2046	2.00% - 4.00%	7,800,000	7,410,000	-	110,000	7,300,000
2017 Refunding	2018	2042	2.00% - 4.06%	5,946,811	5,851,708	34,913	410,000	5,476,621
2008, Series D	2018	2043	3.00% - 4.31%	6,996,915	7,676,776	225,347	-	7,902,123
2020, Series A	2020	2050	3.125% - 5.00%	9,000,000	8,025,000	-	955,000	7,070,000
2020, Series B	2022	2052	0.23% - 4.00%	8,475,000	7,760,000	-	-	7,760,000
2022 Refunding	2022	2045	2.7% - 3.7%	3,770,000	3,770,000	-	50,000	3,720,000
					$ 52,545,583	$ 776,505	$ 3,440,000	$ 49,882,088

The annual requirements to amortize all general obligation bonds outstanding at June 30, 2023 were as follows:

Year Ended June 30,	Principal	Interest	Total
2024	$ 990,000	$ 1,471,221	$ 2,461,221
2025	1,571,260	3,010,536	4,581,796
2026	1,254,486	3,202,530	4,457,016
2027	875,000	1,326,306	2,201,306
2028	965,000	1,290,971	2,255,971
2029 - 2033	11,064,678	5,804,675	16,869,353
2034 - 2038	6,604,580	8,927,187	15,531,767
2039 - 2043	9,702,265	9,221,591	18,923,856
2044 - 2048	6,660,000	1,560,813	8,220,813
2049 - 2052	4,465,000	382,525	4,847,525
Accretion	5,729,819	(5,729,819)	-
Total	$ 49,882,088	$ 30,468,536	$ 80,350,624

On December 5, 2017, the District issued $5,950,205 in 2017 General Obligation Refunding Bonds. The bonds were issued to refund a portion of the 2008 Series A and a portion of the 2011 Series C Bonds. The refunding transaction resulted in a net savings to the District $1,379,481 and a present value savings to the District of $791,683.

NOTE 8 – LONG-TERM LIABILITIES (continued)

B. General Obligation Bonds (continued)

On May 1, 2022, the District issued $3,770,000 in 2022 General Obligation Refunding Bonds. The bonds were issued to refund the 2014, Series A Bonds. The refunding transaction resulted in a net savings to the District $868,995 and a present value savings to the District of $636,057.

C. Net Pension Liability

The District's beginning net pension liability was $11,498,272 and increased by $5,841,105 during the year ended June 30, 2023. The ending net pension liability at June 30, 2023 was $17,339,377. See Note 10 for additional information regarding the net pension liability.

NOTE 9 – FUND BALANCES

Fund balances were composed of the following elements at June 30, 2023:

	General Fund	Child Development Fund	Building Fund	Capital Facilities Fund	Bond Interest and Redemption Fund	Non-Major Governmental Funds	Total Governmental Funds
Non-spendable							
Revolving cash	$ 2,500	$ -	$ -	$ -	$ -	$ 1,000	$ 3,500
Total non-spendable	2,500	-	-	-	-	1,000	3,500
Restricted							
Educational programs	5,229,342	33,696	-	-	-	-	5,263,038
Food service	-	-	-	-	-	943,602	943,602
Capital projects	-	-	6,578,296	3,271,874	-	6	9,850,176
Debt service	-	-	-	-	7,394,549	-	7,394,549
Total restricted	5,229,342	33,696	6,578,296	3,271,874	7,394,549	943,608	23,451,365
Assigned							
Other assignments	4	-	-	-	-	-	4
Total assigned	4	-	-	-	-	-	4
Unassigned	5,881,405	-	-	-	-	-	5,881,405
Total Fund Balance	$ 11,113,251	$ 33,696	$ 6,578,296	$ 3,271,874	$ 7,394,549	$ 944,608	$ 29,336,274

The District is committed to maintaining a prudent level of financial resources to protect against the need to reduce service levels because of temporary revenue shortfalls or unpredicted expenditures. The District's Minimum Fund Balance Policy requires a Reserve for Economic Uncertainties, consisting of unassigned amounts, equal to no less than 3 percent of General Fund expenditures and other financing uses.

NOTE 10 – PENSION PLANS

Qualified employees are covered under multiple-employer contributory retirement plans maintained by agencies of the State of California. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS), and classified employees are members of the California Public Employees' Retirement System (CalPERS). The District reported its proportionate share of the net pension liabilities, pension expense, deferred outflow of resources, and deferred inflow of resources for each of the above plans as follows:

	Net pension liability	Deferred outflows related to pensions	Deferred inflows related to pensions	Pension expense
STRS Pension	$ 9,813,773	$ 3,838,305	$ 1,993,455	$ (365,277)
PERS Pension	7,525,604	3,077,388	475,002	1,067,800
Total	$ 17,339,377	$ 6,915,693	$ 2,468,457	$ 702,523

A. California State Teachers' Retirement System (CalSTRS)

Plan Description
The District contributes to the California State Teachers' Retirement System (CalSTRS); a cost-sharing multiple employer public employee retirement system defined benefit pension plan administered by CalSTRS. The plan provides retirement and disability benefits and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalSTRS annual financial report may be obtained from CalSTRS, 7919 Folsom Blvd., Sacramento, CA 95826.

Benefits Provided
The CalSTRS defined benefit plan has two benefit formulas:

1. CalSTRS 2% at 60: Members first hired on or before December 31, 2012, to perform service that could be creditable to CalSTRS. CalSTRS 2% at 60 members are eligible for normal retirement at age 60, with a minimum of five years of credited service. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service. Early retirement options are available at age 55 with five years of credited service or as early as age 50 with 30 years of credited service. The age factor for retirements after age 60 increases with each quarter year of age to 2.4 percent at age 63 or older. Members who have 30 years or more of credited service receive an additional increase of up to 0.2 percent to the age factor, known as the career factor. The maximum benefit with the career factor is 2.4 percent of final compensation.

2. CalSTRS 2% at 62: Members first hired on or after January 1, 2013, to perform service that could be creditable to CalSTRS. CalSTRS 2% at 62 members are eligible for normal retirement at age 62, with a minimum of five years of credited service. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service. An early retirement option is available at age 55. The age factor for retirement after age 62 increases with each quarter year of age to 2.4 percent at age 65 or older.

Contributions
Active plan CalSTRS 2% at 60 and 2% at 62 members are required to contribute 10.25% and 10.205% of their salary for fiscal year 2023, respectively, and the District is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by CalSTRS Teachers' Retirement Board. The required employer contribution rate for fiscal year 2023 was 19.10% of annual payroll. The contribution requirements of the plan members are established by state statute. Contributions to the plan from the District were $1,907,425 for the year ended June 30, 2023.

NOTE 10 – PENSION PLANS (continued)

A. California State Teachers' Retirement System (CalSTRS) (continued)

On-Behalf Payments
The District was the recipient of on-behalf payments made by the State of California to CalSTRS for K-12 education. These payments consist of state general fund contributions of approximately $788,408 to CalSTRS.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions
At June 30, 2023, the District reported a liability for its proportionate share of the net pension liability that reflected a reduction for State pension support provided to the District. The amount recognized by the District as its proportionate share of the net pension liability, the related State support, and the total portion of the net pension liability that was associated with the District were as follows:

District's proportionate share of the net pension liability	$	9,813,773
State's proportionate share of the net pension liability associated with the District		4,914,767
Total	$	14,728,540

The net pension liability was measured as of June 30, 2022, and the total pension liability used to calculate the net pension liability was determined by applying update procedures to an actuarial valuation as of June 30, 2021 and rolling forward the total pension liability to June 30, 2022. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating school districts, actuarially determined. At June 30, 2022, the District's proportion was 0.014 percent, which decreased 0.001 percent from its proportion measured as of June 30, 2021.

For the year ended June 30, 2023, the District recognized pension expense of $(365,277). In addition, the District recognized pension expense and revenue of $(367,585) for support provided by the State. At June 30, 2023, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between projected and actual earnings on plan investments	$ -	$ 479,771
Differences between expected and actual experience	8,050	735,828
Changes in assumptions	486,692	-
Changes in proportion and differences between District contributions and proportionate share of contributions	1,436,138	777,856
District contributions subsequent to the measurement date	1,907,425	-
Total	$ 3,838,305	$ 1,993,455

NOTE 10 – PENSION PLANS (continued)

A. California State Teachers' Retirement System (CalSTRS) (continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (continued)

The $1,907,425 reported as deferred outflows of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2024. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30,	Deferred Outflows of Resources	Deferred Inflows of Resources
2024	$ 702,001	$ 849,210
2025	290,304	833,733
2026	290,304	903,435
2027	290,305	(728,649)
2028	269,542	101,971
2029	88,424	33,755
Total	$ 1,930,880	$ 1,993,455

Actuarial Assumptions

The total pension liability was determined by applying update procedures to an actuarial valuation as of June 30, 2021, and rolling forward the total pension liability to June 30, 2022 using the following actuarial assumptions, applied to all periods included in the measurement:

Consumer Price Inflation	2.75%
Investment Rate of Return*	7.10%
Wage Inflation	3.50%

* Net of investment expenses, but gross of administrative expenses.

CalSTRS uses custom mortality tables to best fit the patterns of mortality among its members. These custom tables are based on MP-2016 series tables adjusted to fit CalSTRS experience.

The actuarial assumptions used in the June 30, 2021 valuation were based on the results of an actuarial experience study for the period July 1, 2015 through June 30, 2018.

NOTE 10 – PENSION PLANS (continued)

A. California State Teachers' Retirement System (CalSTRS) (continued)

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. The best-estimate ranges were developed using capital market assumptions from CalSTRS general investment consultant (Pension Consulting Alliance–PCA) as an input to the process. The actuarial investment rate of return assumption was adopted by the board in January 2020 in conjunction with the most recent experience study. For each current and future valuation, CalSTRS' independent consulting actuary (Milliman) reviews the return assumption for reasonableness based on the most current capital market assumptions. Best estimates of expected 20-year geometrically linked real rates of return and the assumed asset allocation for each major asset class as of June 30, 2022, are summarized in the following table:

Asset Class	Assumed Asset Allocation	Long-Term Expected Real Rate of Return*
Public Equity	42%	4.80%
Real Estate	15%	3.60%
Private Equity	13%	6.30%
Fixed Income	12%	1.30%
Risk Mitigating Strategies	10%	1.80%
Inflation Sensitive	6%	3.30%
Cash/Liquidity	2%	-0.40%
	100%	

*20-year geometric average

Discount Rate

The discount rate used to measure the total pension liability was 7.10 percent. The projection of cash flows used to determine the discount rate assumed that contributions from plan members and employers will be made at statutory contribution rates in accordance with the rate increases per AB 1469. Projected inflows from investment earnings were calculated using the long-term assumed investment rate of return (7.10 percent) and assuming that contributions, benefit payments, and administrative expense occur midyear. Based on those assumptions, the Plan's fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term assumed investment rate of return was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the District's Proportionate Share of the Net Pension Liability to Changes in the Discount Rate

The following presents the District's proportionate share of the net pension liability calculated using the discount rate of 7.10 percent, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (6.10 percent) or 1-percentage-point higher (8.10 percent) than the current rate:

	1% Decrease (6.10%)	Current Discount Rate (7.10%)	1% Increase (8.10%)
District's proportionate share of the net pension liability	$ 16,667,427	$ 9,813,773	$ 4,123,180

Pension Plan Fiduciary Net Position

Detailed information about the pension plan's fiduciary net position is available in the separately issued CalSTRS financial report.

NOTE 10 – PENSION PLANS (continued)

B. California Public Employees' Retirement System (CalPERS)

Plan Description

The District contributes to the School Employer Pool under the California Public Employees' Retirement System (CalPERS); a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. The plan provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the Public Employees' Retirement Laws. CalPERS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalPERS annual financial report may be obtained from the CalPERS Executive Office, 400 P Street, Sacramento, CA 95811.

Benefits Provided

The benefits for the defined benefit plan are based on members' years of service, age, final compensation, and benefit formula. Benefits are provided for disability, death, and survivors of eligible members or beneficiaries. Members become fully vested in their retirement benefits earned to date after five years of credited service.

Contributions

Active plan members who entered into the plan prior to January 1, 2013, are required to contribute 7.0% of their salary. The California Public Employees' Pension Reform Act (PEPRA) specifies that new members entering into the plan on or after January 1, 2013, shall pay the higher of fifty percent of normal costs or 7.0% of their salary. Additionally, for new members entering the plan on or after January 1, 2013, the employer is prohibited from paying any of the employee contribution to CalPERS unless the employer payment of the member's contribution is specified in an employment agreement or collective bargaining agreement that expires after January 1, 2013.

The District is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution rate for fiscal year 2023 was 25.37% of annual payroll. Contributions to the plan from the District were $1,200,082 for the year ended June 30, 2023.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2023, the District reported a liability of $7,525,604 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2022, and the total pension liability used to calculate the net pension liability was determined by applying update procedures to an actuarial valuation as of June 30, 2021 and rolling forward the total pension liability to June 30, 2022. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating school districts, actuarially determined. At June 30, 2022, the District's proportion was 0.022 percent, which decreased 0.001 percent from its proportion measured as of June 30, 2021.

NOTE 10 – PENSION PLANS (continued)

B. California Public Employees' Retirement System (CalPERS) (continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (continued)

For the year ended June 30, 2023, the District recognized pension expense of $659,630. At June 30, 2023, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between projected and actual earnings on plan investments	$ 888,569	$ -
Differences between expected and actual experience	34,011	187,247
Changes in assumptions	556,701	-
Changes in proportion and differences between District contributions and proportionate share of contributions	398,025	287,755
District contributions subsequent to the measurement date	1,200,082	-
Total	$ 3,077,388	$ 475,002

The $1,200,082 reported as deferred outflows of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2024. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30,	Deferred Outflows of Resources	Deferred Inflows of Resources
2024	$ 581,236	$ 175,290
2025	514,347	159,397
2026	239,905	140,315
2027	541,818	-
Total	$ 1,877,306	$ 475,002

Actuarial Assumptions

The total pension liability was determined by applying update procedures to an actuarial valuation as of June 30, 2021, and rolling forward the total pension liability to June 30, 2022 using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.30%
Discount Rate	6.90%
Salary Increases	Varies by Entry Age and Service

CalPERS uses custom mortality tables to best fit the patterns of mortality among its members. These custom tables are derived using CalPERS' membership data for all funds. The table includes 15 years of mortality improvements using the Society of Actuaries Scale 80% of scale MP 2020.

NOTE 10 – PENSION PLANS (continued)

B. California Public Employees' Retirement System (CalPERS) (continued)

Actuarial Assumptions (continued)
The actuarial assumptions used in the June 30, 2021, valuation were based on the results of an actuarial experience study for the period from 2000 through 2019.

The long-term expected rate of return on pension plan investments was determined using a building block method in which best estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. In determining the long-term expected rate of return, both short-term and long-term market return expectations as well as the expected pension fund cash flows were taken into account. Such cash flows were developed assuming that both members and employers will make their required contributions on time and as scheduled in all future years. Using historical returns of all the funds' asset classes, expected compound (geometric) returns were calculated over the short-term (first 10 years) and the long-term (11+ years) using a building block approach. Using the expected nominal returns for both short-term and long-term, the present value of benefits was calculated for each fund. The expected rate of return was set by calculating the single equivalent expected return that arrived at the same present value of benefits for cash flows as the one calculated using both short-term and long-term returns. The expected rate of return was then set equivalent to the single equivalent rate calculated above and adjusted to account for assumed administrative expenses.

The table below reflects long-term expected real rate of return by asset class. The rate of return was calculated using the capital market assumptions applied to determine the discount rate and asset allocation. These geometric rates of return are net of administrative expenses.

Asset Class	Assumed Asset Allocation	Real Return Years 1 – 10*
Global Equity – cap-weighted	30.0%	4.45%
Global Equity – non-cap-weighted	12.0%	3.84%
Private Equity	13.0%	7.28%
Treasury	5.0%	0.27%
Mortgage-backed securities	5.0%	0.50%
Investment grade corporates	10.0%	1.56%
High yield	5.0%	2.27%
Emerging market debt	5.0%	2.48%
Private debt	5.0%	3.57%
Real assets	15.0%	3.21%
Leverage	(5.0)%	(0.59)%
	100.0%	

*An expected inflation of 2.30% used for this period. Figures are based on the 2021-22 CalPERS Asset Liability Management Study

NOTE 10 – PENSION PLANS (continued)

B. California Public Employees' Retirement System (CalPERS) (continued)

Discount Rate

The discount rate used to measure the total pension liability was 6.90 percent. A projection of the expected benefit payments and contributions was performed to determine if assets would run out. The test revealed the assets would not run out. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability for the Schools Pool. The results of the crossover testing for the Schools Pool are presented in a detailed report that can be obtained at CalPERS' website.

Sensitivity of the District's Proportionate Share of the Net Pension Liability to Changes in the Discount Rate

The following presents the District's proportionate share of the net pension liability calculated using the discount rate of 6.90 percent, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (5.90 percent) or 1-percentage-point higher (7.90 percent) than the current rate:

	1% Decrease (5.90%)	Current Discount Rate (6.90%)	1% Increase (7.90%)
District's proportionate share of the net pension liability	$ 10,871,116	$ 7,525,604	$ 4,760,661

Pension Plan Fiduciary Net Position

Detailed information about the pension plan's fiduciary net position is available in the separately issued CalPERS financial report.

NOTE 11 – COMMITMENTS AND CONTINGENCIES

A. Grants

The District received financial assistance from federal and state agencies in the form of grants. The disbursement of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audit by the grantor agencies. Any disallowed claims resulting from such audits could become a liability of the General Fund or other applicable funds. However, in the opinion of management, any such disallowed claims will not have a material adverse effect on the overall financial position of the District at June 30, 2023.

B. Litigation

The District is involved in various litigation arising from the normal course of business. In the opinion of management and legal counsel, the disposition of all litigation pending is not expected to have a material adverse effect on the overall financial position of the District at June 30, 2023.

C. Construction Commitments

As of June 30, 2023, the District commitments with respect to unfinished capital projects totaling $5,146,709.

NOTE 12 – PARTICIPATION IN JOINT POWERS AUTHORITIES

The District participates in two joint ventures under joint powers authorities (JPAs), the Redwood Empire Schools Insurance Group and the West County Transportation Agency. The relationships between the District and the JPAs are such that the JPAs are not component units of the District for financial reporting purposes.

The JPAs have budgeting and financial reporting requirements independent of member units, and their financial statements are not presented in these financial statements. However, fund transactions between the JPAs and the District are included in these statements. The audited financial statements are generally available from the respective entities.

NOTE 13 – DEFERRED OUTFLOWS/INFLOWS OF RESOURCES

A. Pension Plans

Pursuant to GASB Statement No. 68, *Accounting and Financial Reporting for Pensions,* the District recognized deferred outflows of resources related to pensions and deferred inflows of resources related to pensions in the District-wide financial statements. Further information regarding the deferred outflows of resources and deferred inflows of resources can be found at Note 10. At June 30, 2023, total deferred outflows related to pensions was $6,915,693 and total deferred inflows related to pensions was $2,468,457.

B. Refunded Debt

Pursuant to GASB Statement No. 63, *Financial Reporting of Deferred Outflows of Resources, Deferred Inflows of Resources, and Net Position* and GASB Statement No. 65, *Items Previously Reported as Assets and Liabilities,* the District recognized deferred outflows or inflows of resources in the District-wide financial statements. The deferred outflow of resources pertains to the difference in the carrying value of the refunded debt and its reacquisition price (deferred amount on refunding). Previous financial reporting standards require this to be presented as part of the District's long-term debt. This deferred outflow of resources is recognized as a component of interest expense in a systematic and rational manner over the remaining life of the old debt or the new debt, whichever is shorter. At June 30, 2023, total deferred outflows related to refunding was $330,252 and total deferred inflows related to refunding was $132,981.

NOTE 14 – SUBSEQUENT EVENT

In December 2023, the District issued $10,000,000 of General Obligation Bonds, Series C. The Bonds were authorized at an election of the registered voters of the District held on March 3, 2020, which authorized the issuance of $28,000,000 principal amount of general obligation bonds for the purpose of financing the renovation, construction and improvement of school facilities.

REQUIRED SUPPLEMENTARY INFORMATION

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
GENERAL FUND – BUDGETARY COMPARISON SCHEDULE
FOR THE YEAR ENDED JUNE 30, 2023

	Budgeted Amounts		Actual*	Variances -
	Original	Final	(Budgetary Basis)	Final to Actual
REVENUES				
LCFF sources	$ 20,381,875	$ 21,352,005	$ 21,468,283	$ 116,278
Federal sources	2,775,622	7,865,807	3,780,870	(4,084,937)
Other state sources	6,182,951	9,514,693	9,524,850	10,157
Other local sources	1,395,515	1,514,145	1,934,747	420,602
Total Revenues	30,735,963	40,246,650	36,708,750	(3,537,900)
EXPENDITURES				
Certificated salaries	9,798,021	8,920,451	9,451,080	(530,629)
Classified salaries	4,976,889	4,982,694	5,236,483	(253,789)
Employee benefits	6,049,963	6,149,991	6,248,571	(98,580)
Books and supplies	1,566,414	1,875,589	2,117,426	(241,837)
Services and other operating expenditures	8,672,275	9,890,691	9,886,912	3,779
Capital outlay	-	150,000	149,417	583
Other outgo				
Excluding transfers of indirect costs	7,500	7,500	-	7,500
Transfers of indirect costs	-	2	-	2
Total Expenditures	31,071,062	31,976,918	33,089,889	(1,112,971)
Excess (Deficiency) of Revenues Over Expenditures	(335,099)	8,269,732	3,618,861	(4,650,871)
Other Financing Sources (Uses)				
Transfers in	-	-	2	2
Contributions	-	1	-	(1)
Net Financing Sources (Uses)	-	1	2	1
NET CHANGE IN FUND BALANCE	(335,099)	8,269,733	3,618,863	(4,650,870)
Fund Balance - Beginning	7,898,601	7,898,601	7,898,601	-
Fund Balance - Ending	$ 7,563,502	$ 16,168,334	$ 11,517,464	$ (4,650,870)

* The actual amounts reported on this schedule do not agree with the amounts reported on the Statement of Revenues, Expenditures, and Changes in Fund Balance for the following reason:

- Actual amounts reported in this schedule are for the General Fund only, and do not agree with the amounts reported on the Statement of Revenues, Expenditures, and Changes in Fund Balances because the amounts on that schedule include the financial activity of the Deferred Maintenance Fund, in accordance with the fund type definitions promulgated by GASB Statement No. 54. In addition, audit adjustments are not reflected in the schedule above.

See accompanying notes to required supplementary information.

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
CHILD DEVELOPMENT FUND – BUDGETARY COMPARISON SCHEDULE
FOR THE YEAR ENDED JUNE 30, 2023

	Budgeted Amounts		Actual*	Variances -
	Original	Final	(Budgetary Basis)	Final to Actual
REVENUES				
Other state sources	$ 1,443,902	$ 1,945,254	$ 1,962,110	$ 16,856
Other local sources	-	-	4,734	4,734
Total Revenues	1,443,902	1,945,254	1,966,844	21,590
EXPENDITURES				
Services and other operating expenditures	1,443,902	1,945,254	1,962,110	(16,856)
Total Expenditures	1,443,902	1,945,254	1,962,110	(16,856)
NET CHANGE IN FUND BALANCE	-	33,000	4,734	(28,266)
Fund Balance - Beginning	547,254	547,254	547,254	-
Fund Balance - Ending	$ 547,254	$ 580,254	$ 551,988	$ (28,266)

*The audit adjustments are not reflected in the schedule above.

See accompanying notes to required supplementary information.

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY - CALSTRS
FOR THE YEAR ENDED JUNE 30, 2023

	June 30, 2023	June 30, 2022	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015
District's proportion of the net pension liability	0.014%	0.015%	0.013%	0.013%	0.015%	0.016%	0.017%	0.014%	0.017%
District's proportionate share of the net pension liability	$ 9,813,773	$ 6,772,649	$ 12,884,987	$ 12,177,634	$ 13,887,934	$ 14,920,138	$ 13,436,669	$ 9,545,903	$ 9,934,290
State's proportionate share of the net pension liability associated with the District	4,914,767	3,407,805	6,642,159	6,643,766	7,951,530	8,826,700	7,650,382	5,048,716	6,083,729
Total	$ 14,728,540	$ 10,180,454	$ 19,527,146	$ 18,821,400	$ 21,839,464	$ 23,746,838	$ 21,087,051	$ 14,594,619	$ 16,018,019
District's covered payroll	$ 8,266,427	$ 7,916,199	$ 7,301,066	$ 7,248,546	$ 8,171,302	$ 8,604,873	$ 8,102,865	$ 7,166,888	$ 7,612,230
District's proportionate share of the net pension liability as a percentage of its covered payroll	118.7%	85.6%	176.5%	168.0%	170.0%	173.4%	165.8%	133.2%	130.5%
Plan fiduciary net position as a percentage of the total pension liability	81.2%	87.2%	71.8%	72.6%	71.0%	69.5%	70.0%	74.0%	76.5%

The amounts presented for each fiscal year were determined as of the year-end that occurred one year prior.

See accompanying notes to required supplementary information.

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY - CALPERS
FOR THE YEAR ENDED JUNE 30, 2023

	June 30, 2023	June 30, 2022	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015
District's proportion of the net pension liability	0.022%	0.023%	0.020%	0.020%	0.024%	0.025%	0.025%	0.021%	0.017%
District's proportionate share of the net pension liability	$ 7,525,604	$ 4,725,623	$ 6,187,311	$ 5,958,753	$ 6,502,793	$ 5,982,092	$ 4,290,132	$ 3,051,014	$ 1,963,971
District's covered payroll	$ 3,427,716	$ 3,048,588	$ 2,971,723	$ 3,006,856	$ 3,214,696	$ 3,183,783	$ 2,613,482	$ 1,885,925	$ 1,817,121
District's proportionate share of the net pension liability as a percentage of its covered payroll	219.6%	155.0%	208.2%	198.2%	202.3%	187.9%	164.2%	161.8%	108.1%
Plan fiduciary net position as a percentage of the total pension liability	69.8%	81.0%	70.0%	70.0%	70.8%	71.9%	73.9%	79.4%	83.4%

The amounts presented for each fiscal year were determined as of the year-end that occurred one year prior.

See accompanying notes to required supplementary information.

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
SCHEDULE OF DISTRICT CONTRIBUTIONS - CALSTRS
FOR THE YEAR ENDED JUNE 30, 2023

	June 30, 2023	June 30, 2022	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015
Contractually required contribution	$ 1,907,425	$ 1,403,641	$ 1,288,486	$ 1,233,869	$ 1,170,608	$ 1,129,777	$ 1,124,578	$ 879,212	$ 691,134
Contributions in relation to the contractually required contribution*	(1,907,425)	(1,403,641)	(1,288,486)	(1,233,869)	(1,170,608)	(1,129,777)	(1,124,578)	(879,212)	(691,134)
Contribution deficiency (excess)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
District's covered payroll	$ 9,903,230	$ 8,266,427	$ 7,916,199	$ 7,301,066	$ 7,248,546	$ 8,171,302	$ 8,604,873	$ 8,102,865	$ 7,166,888
Contributions as a percentage of covered payroll	19.26%	16.98%	16.28%	16.90%	16.15%	13.83%	13.07%	10.85%	9.64%

*Amounts do not include on-behalf contributions

See accompanying notes to required supplementary information.

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
SCHEDULE OF DISTRICT CONTRIBUTIONS - CALPERS
FOR THE YEAR ENDED JUNE 30, 2023

	June 30, 2023	June 30, 2022	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017	June 30, 2016	June 30, 2015
Contractually required contribution	$ 1,200,082	$ 779,786	$ 633,758	$ 576,644	$ 512,971	$ 499,999	$ 442,771	$ 309,043	$ 269,714
Contributions in relation to the contractually required contribution*	(1,200,082)	(779,786)	(633,758)	(576,644)	(512,971)	(499,999)	(442,771)	(309,043)	(269,714)
Contribution deficiency (excess)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
District's covered payroll	$ 4,698,866	$ 3,427,716	$ 3,048,588	$ 2,971,723	$ 3,006,856	$ 3,214,696	$ 3,183,783	$ 2,613,482	$ 1,885,925
Contributions as a percentage of covered payroll	25.54%	22.75%	20.79%	19.40%	17.06%	15.55%	13.91%	11.82%	14.30%

*Amounts do not include on-behalf contributions

See accompanying notes to required supplementary information.

NOTE 1 – PURPOSE OF SCHEDULES

Budgetary Comparison Schedule
This schedule is required by GASB Statement No. 34 as required supplementary information (RSI) for the General Fund and for each major special revenue fund that has a legally adopted annual budget. The budgetary comparison schedule presents both (a) the original and (b) the final appropriated budgets for the reporting period as well as (c) actual inflows, outflows, and balances, stated on the District's budgetary basis. A separate column to report the variance between the final budget and actual amounts is also presented, although not required.

Schedule of the District's Proportionate Share of the Net Pension Liability
This 10-year schedule is required by GASB Statement No. 68 for each cost-sharing pension plan. Until a full 10-year trend is compiled, the schedule will only show those years under which GASB Statement No. 68 was applicable. The schedule presents the District's proportion (percentage) of the collective net pension liability, the District's proportionate share (amount) of the collective net pension liability, the District's covered payroll, the District's proportionate share (amount) of the collective net pension liability as a percentage of the employer's covered payroll, and the pension plan's fiduciary net position as a percentage of the total pension liability.

Changes in Benefit Terms
There were no changes in benefit terms since the previous valuations for CalSTRS.

Changes in Assumptions
There were no changes in economic assumptions since the previous valuations for CalSTRS. The discount rate changed from 7.15% to 6.90% and the inflation rate changed from 2.50% to 2.30% since the previous measurement for CalPERS.

Schedule of District Contributions
This 10-year schedule is required by GASB Statement No. 68 for each cost-sharing pension plan. Until a full 10-year trend is compiled, the schedule will only show those years under which GASB Statement No. 68 was applicable. The schedule presents the District's statutorily or contractually required employer contribution, the amount of contributions recognized by the pension plan in relation to the statutorily or contractually required employer contribution, the difference between the statutorily or contractually required employer contribution and the amount of contributions recognized by the pension plan in relation to the statutorily or contractually required employer contribution, the District's covered payroll, and the amount of contributions recognized by the pension plan in relation to the statutorily or contractually required employer contribution as a percentage of the District's covered payroll.

NOTE 2 – EXCESS OF EXPENDITURES OVER APPROPRIATIONS

For the year ended June 30, 2023, the District incurred an excess of expenditures over appropriations in individual major funds presented in the Budgetary Comparison Schedule by major object code as follows:

	Expenditures and Other Uses		
	Budget	Actual	Excess
General Fund			
Certificated salaries	$ 8,920,451	$ 9,451,080	$ 530,629
Classified salaries	$ 4,982,694	$ 5,236,483	$ 253,789
Employee benefits	$ 6,149,991	$ 6,248,571	$ 98,580
Books and supplies	$ 1,875,589	$ 2,117,426	$ 241,837
Child Development Fund			
Services and other operating expenditures	$ 1,945,254	$ 1,962,110	$ 16,856

SUPPLEMENTARY INFORMATION

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2023

Federal Grantor/Pass-Through Grantor/Program or Cluster	AL Number	Pass-Through Entity Identifying Number	Federal Expenditures
U. S. DEPARTMENT OF EDUCATION:			
Passed through California Department of Education:			
Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329	$ 420,969
Title II, Part A, Supporting Effective Instruction Local Grants	84.367	14341	62,142
Title III			
Title III, English Learner Student Program	84.365	14346	212,262
Title III, Immigrant Education Program	84.365	15146	41,487
Subtotal Title III			253,749
Title IV, Part A, Student Support and Academic Enrichment Grants	84.424	15396	38,024
Special Education Cluster			
IDEA Basic Local Assistance Entitlement, Part B, Sec 611	84.027	13379	470,708
IDEA Preschool Grants, Part B, Section 619 (Age 3-4-5)	84.173	13430	36,028
Subtotal Special Education Cluster			506,736
COVID-19 Emergency Acts Funding/Education Stabilization Fund Discretionary Grants:			
Elementary and Secondary School Emergency Relief (ESSER) Fund	84.425	15536	138,743
Elementary and Secondary School Emergency Relief II (ESSER II) Fund	84.425	15547	1,656,861
Elementary and Secondary School Emergency Relief III (ESSER III) Fund	84.425	15559	323,717
Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Learning Loss	84.425U	10155	74,490
Expanded Learning Opportunities (ELO) Grant ESSER II State Reserve	84.425	15618	179,707
Expanded Learning Opportunities (ELO) Grant GEER II	84.425	15619	42,851
Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve, Emergency Needs	84.425	15620	30,428
Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve, Learning Loss	84.425	15621	52,453
Subtotal Education Stabilization Fund Discretionary Grants			2,499,250
Total U. S. Department of Education			3,780,870
U. S. DEPARTMENT OF AGRICULTURE:			
Passed through California Department of Education:			
Child Nutrition Cluster			
School Breakfast Program - Basic	10.553	13525	787,720
School Breakfast Program - Needy	10.553	13526	392,514
USDA Commodities	10.555	*	72,005
Subtotal Child Nutrition Cluster			1,252,239
Total U. S. Department of Agriculture			1,252,239
Total Federal Expenditures			$ 5,033,109

* - Pass-Through Entity Identifying Number not available or not applicable

See accompanying note to supplementary information.

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
SCHEDULE OF AVERAGE DAILY ATTENDANCE (ADA)
FOR THE YEAR ENDED JUNE 30, 2023

	Second Period Report	Annual Report
SCHOOL DISTRICT		
TK/K through Third		
Regular ADA	814.40	821.93
Special Education - Nonpublic Schools	2.21	2.38
Total TK/K through Third	816.61	824.31
Fourth through Sixth		
Regular ADA	577.52	580.47
Extended Year Special Education	2.64	2.68
Total Fourth through Sixth	580.16	583.15
TOTAL SCHOOL DISTRICT	1,396.77	1,407.46

See accompanying note to supplementary information.

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
SCHEDULE OF INSTRUCTIONAL TIME
FOR THE YEAR ENDED JUNE 30, 2023

Grade Level	Minutes Requirement	2022-23 Actual Minutes	Number of Days	Status
Kindergarten	36,000	54,775	180	Complied
Grade 1	50,400	54,775	180	Complied
Grade 2	50,400	54,775	180	Complied
Grade 3	50,400	54,775	180	Complied
Grade 4	54,000	54,775	180	Complied
Grade 5	54,000	54,775	180	Complied
Grade 6	54,000	54,775	180	Complied

See accompanying note to supplementary information.

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS
FOR THE YEAR ENDED JUNE 30, 2023

	2024 (Budget)	2023	2022	2021
General Fund - Budgetary Basis**				
Revenues And Other Financing Sources	$ 33,030,912	$ 36,708,752	$ 27,893,003	$ 24,997,172
Expenditures And Other Financing Uses	34,782,805	33,089,889	25,931,928	24,530,183
Net change in Fund Balance	$ (1,751,893)	$ 3,618,863	$ 1,961,075	$ 466,989
Ending Fund Balance	$ 9,765,571	$ 11,517,464	$ 7,898,601	$ 5,423,827
Available Reserves*	$ 5,883,905	$ 5,881,405	$ 4,805,400	$ 4,353,205
Available Reserves As A Percentage Of Outgo	16.92%	17.77%	18.53%	17.75%
Long-term Liabilities	$ 68,444,139	$ 69,987,623	$ 66,893,796	$ 68,263,345
Average Daily Attendance At P-2***	1,397	1,397	1,303	1,521

The General Fund ending fund balance has increased by $6,093,637 over the past two years. However, the fiscal year 2023-24 budget projects a decrease of $1,751,893. For a District this size, the State recommends available reserves of at least 3% of General Fund expenditures, transfers out, and other uses (total outgo).

The District has incurred operating surpluses in each of the past three years but anticipates incurring an operating deficit during the 2023-24 fiscal year. Total long-term obligations have increased by $1,724,278 over the past two years.

Average daily attendance has decreased by 124 ADA over the past two years. No change in ADA is anticipated during the 2023-24 fiscal year.

*Available reserves consist of all unassigned fund balance within the General Fund.

**The actual amounts reported in this schedule are for the General Fund only, and do not agree with the amounts reported on the Statement of Revenues, Expenditures, and Changes in Fund Balances because the amounts on that schedule include the financial activity of the Deferred Maintenance Fund, in accordance with the fund type definitions promulgated by GASB Statement No. 54. In addition, audit adjustments are not reflected in the schedule above.

**Due to the COVID-19 pandemic, Average Daily Attendance at P-2 was not reported in 2021. Funding was based on Average Daily Attendance at P-2 as reported in 2020.

See accompanying note to supplementary information.

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
RECONCILIATION OF ANNUAL FINANCIAL AND BUDGET REPORT WITH AUDITED FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2023

	General Fund	Child Development Fund	Cafeteria Fund	Deferred Maintenance Fund	Building Fund	Capital Facilities Fund
June 30, 2023, annual financial and budget report fund balance	$ 11,517,464	$ 37,733	$ 974,526	$ 4	$ 6,813,806	$ 3,387,122
Adjustments and reclassifications:						
Increase (decrease) in total fund balances:						
Fair value adjustment - cash in county treasury	(404,217)	(4,037)	(29,924)	-	(235,510)	(115,248)
Fund balance transfer (GASB 54)	4	-	-	(4)	-	-
Net adjustments and reclassifications	(404,213)	(4,037)	(29,924)	(4)	(235,510)	(115,248)
June 30, 2023, audited financial statement fund balance	$ 11,113,251	$ 33,696	$ 944,602	$ -	$ 6,578,296	$ 3,271,874

See accompanying note to supplementary information.

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
SCHEDULE OF CHARTER SCHOOLS
FOR THE YEAR ENDED JUNE 30, 2023

There are no charters within the District boundaries. Stony Point Academy voluntarily closed on June 30, 2018. The Charter Schools Fund is in the process of closing.

See accompanying note to supplementary information.

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
COMBINING BALANCE SHEET
JUNE 30, 2023

	Charter Schools Fund	Cafeteria Fund	County School Facilities Fund	Non-Major Governmental Funds
ASSETS				
Cash and investments	$ -	$ 857,474	$ 6	$ 857,480
Accounts receivable	-	239,411	-	239,411
Total Assets	$ -	$ 1,096,885	$ 6	$ 1,096,891
LIABILITIES				
Accrued liabilities	$ -	$ 102,283	$ -	$ 102,283
Due to other funds	-	50,000	-	50,000
Total Liabilities	-	152,283	-	152,283
FUND BALANCES				
Non-spendable	-	1,000	-	1,000
Restricted	-	943,602	6	943,608
Total Fund Balances	-	944,602	6	944,608
Total Liabilities and Fund Balances	$ -	$ 1,096,885	$ 6	$ 1,096,891

See accompanying note to supplementary information.

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
FOR THE YEAR ENDED JUNE 30, 2023

	Charter Schools Fund	Cafeteria Fund	County School Facilities Fund	Non-Major Governmental Funds
REVENUES				
Federal sources	$ -	$ 1,291,442	$ -	$ 1,291,442
Other state sources	-	537,547	-	537,547
Other local sources	2	(21,034)	-	(21,032)
Total Revenues	2	1,807,955	-	1,807,957
EXPENDITURES				
Current				
Pupil services				
Food services	-	1,410,501	-	1,410,501
Plant services	-	106	-	106
Total Expenditures	-	1,410,607	-	1,410,607
Excess (Deficiency) of Revenues Over Expenditures	2	397,348	-	397,350
Other Financing Sources (Uses)				
Transfers out	(2)	-	-	(2)
Net Financing Sources (Uses)	(2)	-	-	(2)
NET CHANGE IN FUND BALANCE	-	397,348	-	397,348
Fund Balance - Beginning	-	547,254	6	547,260
Fund Balance - Ending	$ -	$ 944,602	$ 6	$ 944,608

See accompanying note to supplementary information.

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
JUNE 30, 2023

The Bellevue Union Elementary School District was established in 1949. The District is in Santa Rosa, California. There was no change in District boundaries during the year. The District operates four elementary schools.

GOVERNING BOARD

Member	Office	Term Expires
Lisa Reyes	President	December 2026
Adele Walker	Vice President/Clerk	December 2024
Jamie Padilla	Trustee	December 2026
Irene Rosario	Trustee	December 2024
Nikigiovonie Rogers	Trustee	December 2024

DISTRICT ADMINISTRATORS

Michael Kellison
Superintendent

Chris Kim
Chief Business Official

See accompanying note to supplementary information.

NOTE 1 – PURPOSE OF SCHEDULES

Schedule of Expenditures of Federal Awards

The accompanying Schedule of Expenditures of Federal Awards includes the Federal grant activity of the District and is presented on the modified accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the financial statements.

The following schedule provides reconciliation between revenues reported on the Statement of Revenue, Expenditures, and Changes in Fund Balance, and the related expenditures reported on the Schedule of Expenditures of Federal Awards. The reconciling amounts represent Federal funds that have been recorded as revenues in a prior year that have been expended by June 30, 2023 or Federal funds that have been recorded as revenues in the current year and were not expended by June 30, 2023.

	AL Number	Amount
Total Federal Revenues reported in the Statement of Revenues, Expenditures, and Changes in Fund Balance		$ 5,261,011
Qualified School Construction Bond Interest	N/A	(188,699)
Supply Chain Assistance Funds	10.555	(39,203)
Total Expenditures reported in the Schedule of Expenditures of Federal Awards		$ 5,033,109

The District has not elected to use the 10 percent de minimis indirect cost rate.

Schedule of Average Daily Attendance (ADA)

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of the District. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to school districts. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the District and whether the District complied with article 8 (commencing with section 46200) of chapter 2 of part 26 of the *Education Code*.

Schedule of Financial Trends and Analysis

This schedule discloses the District's financial trends by displaying past years' data along with current year budget information. These financial trend disclosures are used to evaluate the District's ability to continue as a going concern for a reasonable period of time.

Reconciliation of Annual Financial and Budget Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balance of all funds reported on the Annual Financial and Budget Report Unaudited Actuals to the audited financial statements.

NOTE 1 – PURPOSE OF SCHEDULES (continued)

Schedule of Charter Schools
This schedule lists all Charter Schools chartered by the District, and displays information for each Charter School on whether or not the Charter School is included in the District audit.

Combining Statements – Non-Major Funds
These statements provide information on the District's non-major funds.

Local Education Agency Organization Structure
This schedule provides information about the District's boundaries and schools operated, members of the governing board, and members of the administration.

OTHER INDEPENDENT AUDITORS' REPORTS

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Independent Auditors' Report

Governing Board
Bellevue Union Elementary School District
Santa Rosa, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Bellevue Union Elementary School District, as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise the Bellevue Union Elementary School District's basic financial statements, and have issued our report thereon dated December 12, 2023.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Bellevue Union Elementary School District's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Bellevue Union Elementary School District's internal control. Accordingly, we do not express an opinion on the effectiveness of Bellevue Union Elementary School District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified. We did identify certain deficiencies in internal control, described in the accompanying Schedule of Audit Findings and Questioned Costs that we consider to be significant deficiencies. (Finding #2023-001)

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Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether Bellevue Union Elementary School District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Bellevue Union Elementary School District's Response to Findings

Bellevue Union Elementary School Districts's response to the findings identified in our audit are described in the accompanying schedule of findings and questioned costs. Bellevue Union Elementary School District's response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Christy White, Inc.

San Diego, California
December 12, 2023

REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM; AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

Independent Auditors' Report

Governing Board
Bellevue Union Elementary School District
Santa Rosa, California

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Bellevue Union Elementary School District's compliance with the types of compliance requirements identified as subject to audit in the *OMB Compliance Supplement* that could have a direct and material effect on each of Bellevue Union Elementary School District's major federal programs for the year ended June 30, 2023. Bellevue Union Elementary School District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, Bellevue Union Elementary School District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2023.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations (CFR)* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Bellevue Union Elementary School District and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion on compliance for each major federal program. Our audit does not provide a legal determination of Bellevue Union Elementary School District's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of the laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to Bellevue Union Elementary School District's federal programs.

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Auditor's Responsibilities for the Audit for Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Bellevue Union Elementary School District's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect a material noncompliance when it exists. The risk of not detecting a material noncompliance resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgement made by a reasonable user of the report on compliance about Bellevue Union Elementary School District's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards,* and the Uniform Guidance, we:

- Exercise professional judgement and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Bellevue Union Elementary School District's compliance with compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of Bellevue Union Elementary School District's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Bellevue Union Elementary School District's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

Report on Internal Control Over Compliance (continued)

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Christy White, Inc.

San Diego, California
December 12, 2023

REPORT ON STATE COMPLIANCE AND ON INTERNAL CONTROL OVER COMPLIANCE FOR STATE PROGRAMS

Independent Auditors' Report

Governing Board
Bellevue Union Elementary School District
Santa Rosa, California

Report on State Compliance

Opinion on State Compliance

We have audited Bellevue Union Elementary School District's compliance with the types of compliance requirements described in the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed by Title 5, *California Code of Regulations*, section 19810, that could have a direct and material effect on each of Bellevue Union Elementary School District's state programs for the fiscal year ended June 30, 2023, as identified below.

In our opinion, Bellevue Union Elementary School District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on the applicable state programs for the year ended June 30, 2023.

Basis for Opinion on State Compliance

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed by Title 5, *California Code of Regulations*, section 19810 as regulations (the K-12 Audit Guide). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of State Compliance section of our report.

We are required to be independent of Bellevue Union Elementary School District and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion on state compliance. Our audit does not provide a legal determination of Bellevue Union Elementary School District's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of the laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to Bellevue Union Elementary School District's state programs.

Auditor's Responsibilities for the Audit of State Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the state compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Bellevue Union Elementary School District's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the K-12 Audit Guide will always detect a material noncompliance when it exists. The risk of not detecting a material noncompliance resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgement made by a reasonable user of the report on compliance about Bellevue Union Elementary School District's compliance with the requirements of the applicable state programs as a whole.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards,* and the K-12 Audit Guide, we:

- Exercise professional judgement and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Bellevue Union Elementary School District's compliance with compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of Bellevue Union Elementary School District's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the K-12 Audit Guide, but not for the purpose of expressing an opinion on the effectiveness of Bellevue Union Elementary School District's internal control over compliance. Accordingly, no such opinion is expressed.
- Select and test transactions and records to determine Bellevue Union Elementary School District's compliance with the state laws and regulations related to the following items:

PROGRAM NAME	PROCEDURES PERFORMED
Local Education Agencies Other Than Charter Schools	
Attendance	Yes
Teacher Certification and Misassignments	Yes
Kindergarten Continuance	Yes
Independent Study	No
Continuation Education	Not Applicable
Instructional Time	Yes
Instructional Materials	Yes
Ratio of Administrative Employees to Teachers	Yes
Classroom Teacher Salaries	Yes
Early Retirement Incentive	Not Applicable
Gann Limit Calculation	Yes
School Accountability Report Card	Yes
Juvenile Court Schools	Not Applicable
Middle or Early College High Schools	Not Applicable
K-3 Grade Span Adjustment	Yes
Transportation Maintenance of Effort	Yes
Apprenticeship: Related and Supplemental Instruction	Not Applicable
Comprehensive School Safety Plan	Yes
District of Choice	Not Applicable
Home to School Transportation Reimbursement	Yes
Independent Study Certification for ADA Loss Mitigation	Yes

(Continued on the following page)

Auditor's Responsibilities for the Audit of State Compliance (continued)

PROGRAM NAME	PROCEDURES PERFORMED
School Districts, County Offices of Education, and Charter Schools	
California Clean Energy Jobs Act	Yes
After/Before School Education and Safety Program	Yes
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not Applicable
Immunizations	Yes
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Yes
Career Technical Education Incentive Grant	Not Applicable
Transitional Kindergarten	Yes
Charter Schools	
Attendance; for charter schools	Not Applicable
Mode of Instruction; for charter schools	Not Applicable
Nonclassroom-Based Instruction/Independent Study; for charter schools	Not Applicable
Determination of Funding for Nonclassroom-Based Instruction; for charter schools	Not Applicable
Annual Instructional Minutes - Classroom Based	Not Applicable
Charter School Facility Grant Program	Not Applicable

We did not perform testing for independent study as the ADA reported did not meet the threshold for testing. The term "Not Applicable" is used above to mean either the District did not offer the program during the current fiscal year, the District did not participate in the program during the current fiscal year, or the program applies to a different type of local education agency.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies or material weaknesses in internal control over compliance that we identified during the audit.

Other Matters

The results of our auditing procedures disclosed instances of noncompliance, which are described in the accompanying schedule of findings and questioned costs as items #2023-002. Our opinion on state compliance is not modified with respect to these matters.

Government Auditing Standards requires the auditor to perform limited procedures on Bellevue Union Elementary School District's response to the noncompliance findings identified in our audit and described in the accompanying schedule of findings and questioned costs. Bellevue Union Elementary School District's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Report on Internal Control Over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a state program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a state program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a state program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of State Compliance section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses or significant deficiencies in internal controls over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the K-12 Audit Guide. Accordingly, this report is not suitable for any other purpose.

Christy White, Inc.

San Diego, California
December 12, 2023

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
SUMMARY OF AUDITORS' RESULTS
FOR THE YEAR ENDED JUNE 30, 2023

FINANCIAL STATEMENTS

Type of auditors' report issued:	Unmodified
Internal control over financial reporting:	
Material weakness(es) identified?	No
Significant deficiency(ies) identified?	Yes
Non-compliance material to financial statements noted?	No

FEDERAL AWARDS

Internal control over major program:	
Material weakness(es) identified?	No
Significant deficiency(ies) identified?	None Reported
Type of auditors' report issued:	Unmodified
Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance 2 CFR 200.516(a)?	No
Identification of major programs:	

AL Number(s)	Name of Federal Program or Cluster
84.425, 84.425U	Education Stabilization Fund Discretionary Grants

Dollar threshold used to distinguish between Type A and Type B programs:	$ 750,000
Auditee qualified as low-risk auditee?	Yes

STATE AWARDS

Internal control over state programs:	
Material weaknesses identified?	No
Significant deficiency(ies) identified?	None Reported
Any audit findings disclosed that are required to be reported in accordance with *2022-23 Guide for Annual Audits of California K-12 Local Education Agencies* ?	Yes
Type of auditors' report issued on compliance for state programs:	Unmodified

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
FINANCIAL STATEMENT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2023

FIVE DIGIT CODE	AB 3627 FINDING TYPE
20000	Inventory of Equipment
30000	Internal Control

FINDING #2023-001: INTERFUND BORROWING (30000)

Criteria: Per California Education Code Section 42603, interfund borrowings shall be repaid either in the same fiscal year, or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year. Borrowing shall occur only when the fund or account receiving the money will earn sufficient income, during the current fiscal year, to repay the amount transferred.

Condition: During the year ended June 30, 2022, the Cafeteria Fund borrowed $50,000 from the General Fund, which was not repaid as of June 30, 2023.

Effect: The District is not in compliance with section of California Education Code outlined above.

Cause: Based on inquiry with management, this was caused by management oversight.

Repeat Finding: No, this is not a repeat finding.

Recommendation: We recommend the amount detailed above to be repaid and that the District follows Education Code Section 42603 going forward.

Corrective Action Plan: During the fiscal year ending on June 30, 2022, the District's Cafeteria Fund temporarily borrowed $50,000 from the District's General Fund for the purpose of closing that fiscal year with a positive cash balance. In the following fiscal year, the District planned on journaling a reversal to pay back the General Fund, however, due to transitions in staffing this journal entry was missed as part of the District's year end close activities in the fiscal year ending June 30, 2023. The journal repaying the general fund in the amount of $50,000 (IFC24-00001) was subsequently processed in fiscal year 2023-24 in advance of this audit report, so no further corrective action is required at this time.

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
FEDERAL AWARD FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2023

FIVE DIGIT CODE	AB 3627 FINDING TYPE
50000	Federal Compliance

There were no federal award findings or questioned costs for the year ended June 30, 2023.

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
STATE AWARD FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2023

FIVE DIGIT CODE	AB 3627 FINDING TYPE
10000	Attendance
40000	State Compliance
42000	Charter School Facilities Programs
43000	Apprenticeship: Related and Supplemental Instruction
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

FINDING #2023-002: CLASSROOM TEACHER SALARIES (61000)

Criteria: As set forth in California Education Code section 41372, an elementary school district should expend a minimum of 60% of the District's current expenses of education towards salaries of classroom teachers.

Condition: In the 2022-23 fiscal year, Bellevue Union Elementary School District did not meet the minimum percentage requirement of 60%. Bellevue Union Elementary School District only spent 57.70% on classroom teacher salaries in the 2022-23 fiscal year.

Effect: The District's current expense of education for the year ended June 30, 2023 was $25,000,372 and the total salaries and benefits for classroom teachers was $14,425,347. The District was below the minimum required percentage of 60% by 2.30% which calculates out to a deficiency of $575,009.

Cause: The deficiency amount was due to the change in the funding model with implementation of the Local Control Funding Formula.

Questioned Costs: The questioned costs are the deficiency of $575,009.

Repeat Finding: No, this is not a repeat finding.

Recommendation: We recommend that in the future, the District monitor their expenses towards salaries of classroom teachers against their total expenses to be sure that they meet the 60% minimum requirement.

Corrective Action Plan: In fiscal year 2022-23, the District had a current expense of education of 57.70% which is under the 60% minimum threshold required of Elementary School Districts. This difference of 2.3% equates to $575,008. The District requested an exemption from the requirements of Ed. Code. Section 41372 on the grounds that the District put forth documented effort to hire in-house, but due to labor market shortages, the District needed to contract out special education services and positions including counseling, speech therapy, and mental health services. Were the District able to hire these positions in-house as planned, the District would have met its CEA requirement. The County Superintendent of Schools approved the exemption on November 22, 2023.

BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2023

There are no findings or questioned costs for the year ended June 30, 2022.

Journal Entry Link # 126384

Journal Entry # **IFC24-00001** Status **Posted** Type **IFTCash** Fiscal Year **2024** Transaction Date **11/16/2023**

Created RPOOLE05, 11/16/2023 Posted ANORRIS-ALL, 11/17/2023 Originating Org

Requisition # Purchase Order # Department BUSINESS Batch #

Comment Clear Temporary Loan Gen Fd to Food Service

Account #	Comments	Line Seq (Tran Type)	Debits	Credits
01-0000-0- - -9315- -	Clear Temporary Loan Gen Fd to Food Service	1 ( )		50,000.00
13-5310-0- - -9615- -	Clear Temporary Loan Gen Fd to Food Service	2 ( )	50,000.00	
01-0000-0- - -9110- -	Clear Temporary Loan Gen Fd to Food Service	3 ( )	50,000.00	
13-5310-0- - -9110- -	Clear Temporary Loan Gen Fd to Food Service	4 ( )		50,000.00
		JE # IFC24-00001 Totals	**100,000.00**	**100,000.00**

Selection Grouped by Journal Entry Link Id

California Department of Education
Sample Form (Rev 11/2007)

Application for Exemption from the Required Expenditures for Classroom Teachers' Salaries

Pursuant to Education Code Section 41372

To: County Superintendent of Schools

For 2022/23 fiscal year, the Bellevue Union School District did not spend the minimum percentage of its budget on classroom teacher salaries as required by *EC* Section 41372. We are requesting an exemption from this requirement as provided by law.

Reason for request (Check one):

✓ Serious hardship to the school district
(Please attach a written explanation, the district's latest interim report, and a multiyear projection for the current and two subsequent fiscal years that reflects the financial impact of meeting the requirement of *EC* 41372.)

_____ Payment of classroom teacher salaries that are in excess of those paid by other comparable school districts
(Please attach a classroom teacher salary & benefits comparison for at least three other comparable school districts. The comparison should include annual classroom teacher salaries paid at the beginning, average, and maximum salary levels plus the average annual employer contributions for health & welfare benefits.)

_____ Deficiency is less than $1,000.00 (exemption is automatically approved)

A. Deficiency Amount

(Source: Form CEA)

1.	Enter the minimum percentage for your district type. (60% Elementary/ 50% High School/ 55% Unified)	60 %
2.	Enter the percentage spent by your district.	57.70 %
3.	Percentage below the minimum. (Line 1 minus line 2)	2.30 %
4.	Enter the district's current expense of education (Form CEA)	$ 25,000,371.83
5.	Deficiency Amount. (Line 3 times line 4)	$ 575,008.55

B. Certification of the School District Governing Board

It is hereby certified that the information contained in this application is true and correct.

Signature of Authorized Official — Title: Superintendent

Print Name of Authorized Official: Michael Kellison — Date: September 26, 2023

C. Decision of the County Superintendent of Schools

(Completed by the County Superintendent of Schools or Designee)

Based on my review of the information contained with this application, I have taken the following action with respect to the school district named on this application (Check one):

✓ I am granting the request for exemption from the requirements of *Education Code* Section 41372.

_____ I am granting a partial exemption from the requirements of *Education Code* Section 41372. The amount not exempted is $_____ (A written explanation of the reason(s) for approving a partial exemption is attached.)

_____ I am denying the request for exemption from the requirements of *Education Code* Section 41372. (A written explanation of the reason(s) for denying the exemption is attached.)

It is hereby certified that the information contained in this application has been reviewed and is true and correct.

_____	Sonoma 11/22/23
Signature of County Superintendent	County Office/Date
_____	_____
Signature of Authorized Designee	Title of Authorized Designee/Date

Bellevue Union School District
3150 Education Drive
Santa Rosa, CA 95407-7723
Phone: 707-542-5197 Fax: 707-542-6127
www.busd.org

Business Department

9/27/2023

Re: Application for Exemption from the Required Expenditures for Classroom Teachers' Salaries

Dear Dr. Amie Carter,

In the prior fiscal year (FY 2022/23), the Bellevue Union School District reported through its Unaudited Actuals Form CEA, that it had total current expense of education of $25,000,371.83. At 57.70%, this falls below the 60% minimum percentage required for Elementary School Districts and equates to a deficiency amount of $575,008.55. The District is requesting an exemption from this requirement as required by EC Section 41372, due to the serious financial hardship a lack of an exemption would have on the School District.

There are two variables I would like to highlight for your consideration:

1. The Bellevue Union School District has a special education population and program that is large relative to its size. In FY 2022/23, the District's special education expenditure of $6,095,882 represented 18.5% of the District's overall operating budget and required a contribution from unrestricted resources of $3,809,313. In an effort to serve the needs of our students, the District attempted to prioritize hiring in-house and thereby meet its 60% CEA requirement, but due to labor market shortages the District needed to contract out many services and associated positions including counselors, speech therapists, and psychologists.

2. The Bellevue Union School District is currently in negotiations with its collective bargaining units and has not settled salaries and benefits for FY 2023/24; the projected costs associated with these settlements are not yet included in the District's Multi Year Projection. Further, the District's projections for FY 2025/26 already include operating reductions due to the expiration of one time restricted funding sources. The lack of an exemption would thereby cause further financial hardship on the District's ability to balance its budgets and provide continuity of student services in the out years.

In support of the District's request, I have included the District's FY 2023/24 Unaudited Actuals Report, and an updated Multi Year Projection that outlines the additional impact of a $575,008 expense to the District in the current and subsequent two fiscal years.

Thank you for your consideration. We look forward to hearing from you soon.

Best,

Chris J. Kim, Ed.D., MBA
Chief Business Official
Bellevue Union School District
ckim@busd.org
707-542-5197 x8

Board of Trustees: Lisa Reyes, Adele Walker, Jamie Padilla, Irene Rosario, Nikigiovonie Rogers
Superintendent: Michael Kellison

Bellevue Union School District

Agenda Item for Board Meeting of January 16, 2024

Agenda Category: Action Item

Agenda Item Title: Consider Approval of Amendment 01 to the Local Agreement for Child Development Services, Contract Number CSPP-3600

Prepared By: Chris J. Kim, CBO

Background:

The California State Preschool Program (CSPP) is a state-funded program which offers full-day or part-day developmentally appropriate preschool instruction for eligible three- and four-year-old children.

These amendments to the original agreement with the California Department of Education pertains to the pass through grant that funds the North Bay Children's Center contract.

This amendment increases the maximum reimbursable amount from $1,911,891 to $1,974,408.

Cost:

There is no estimated direct cost to the District.

Recommended Action:

Review and Approve as presented.

Supporting Documents:

1. Contract # CSPP-3600, Amendment 01

CALIFORNIA DEPARTMENT OF EDUCATION

F.Y. 23 - 24

Amendment 01

DATE: July 01, 2023

CONTRACT NUMBER: CSPP-3600

PROGRAM TYPE: CALIFORNIA STATE PRESCHOOL PROGRAM

PROJECT NUMBER: 49-7061-00-3

LOCAL AGREEMENT FOR EARLY EDUCATION SERVICES ALLOCATION LETTER

Budget Act

STATE AGENCY: CALIFORNIA DEPARTMENT OF EDUCATION

CONTRACTOR'S NAME: BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT

This agreement with the State of California dated July 01, 2023 designated as number CSPP-3600 shall be amended in the following particulars but no others:

The Maximum Reimbursable Amount (MRA) payable pursuant to the provisions of this agreement shall be amended by deleting reference to $1,911,891.00 and inserting $1,974,408.00 in place thereof.

Effective January 1, 2022, the service county reimbursement rate as provided in https://www.cde.ca.gov/fg/aa/cd/documents/csppcontractrates.xlsx is applicable to the sites, as located in the service counties, approved by the Early Education Division and indicated in the Child Development Management Information System (CDMIS).

SERVICE REQUIREMENTS

Minimum Days of Operation (MDO) Requirement shall be 245. (No Change)

EXCEPT AS AMENDED HEREIN all terms and conditions of the original agreement shall remain unchanged and in full force and effect.

IMPORTANT: Signature is not required.

AMOUNT ENCUMBERED BY THIS DOCUMENT	PROGRAM/CATEGORY (CODE AND TITLE)	FUND TITLE		
$ 62,517	Early Education Programs			
PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT	(OPTIONAL USE)			
$ 1,911,891	See Attached			
TOTAL AMOUNT ENCUMBERED TO DATE	ITEM	CHAPTER	STATUTE	FISCAL YEAR
$ 1,974,408	See Attached			
	OBJECT OF EXPENDITURE (CODE AND TITLE)			
	702			

CONTRACTOR'S NAME: BELLEVUE UNION ELEMENTARY SCHOOL DISTRICT

CONTRACT NUMBER: CSPP-3600

Amendment 01

AMOUNT ENCUMBERED BY THIS DOCUMENT	PROGRAM/CATEGORY (CODE AND TITLE)		FUND TITLE	
$ 45,886	Child Development Programs		General	
PRIOR AMOUNT ENCUMBERED	(OPTIONAL USE) 0656			
$ 1,911,891	23038-7061			
TOTAL AMOUNT ENCUMBERED TO DATE	ITEM 30.10.010.	CHAPTER	STATUTE	FISCAL YEAR
$ 1,957,777	6100-196-0001	B/A	2023	2023-2024
	OBJECT OF EXPENDITURE (CODE AND TITLE)			
	702 SACS: Res-6105 Rev-8590			

AMOUNT ENCUMBERED BY THIS DOCUMENT	PROGRAM/CATEGORY (CODE AND TITLE)		FUND TITLE	
$ 1,401	Child Development Programs		General	
PRIOR AMOUNT ENCUMBERED	(OPTIONAL USE) 0656			
$ 0	25738-7061			
TOTAL AMOUNT ENCUMBERED TO DATE	ITEM 30.10.020	CHAPTER	STATUTE	FISCAL YEAR
$ 1,401	6100-196-0001	B/A	2023	2023-2024
	OBJECT OF EXPENDITURE (CODE AND TITLE)			
	702 SACS: Res-0000 Rev-0000			

AMOUNT ENCUMBERED BY THIS DOCUMENT	PROGRAM/CATEGORY (CODE AND TITLE)		FUND TITLE	
$ 15,230	Child Development Programs		General	
PRIOR AMOUNT ENCUMBERED	(OPTIONAL USE) 0156			
$ 0	25755-7061			
TOTAL AMOUNT ENCUMBERED TO DATE	ITEM 30.10.020	CHAPTER	STATUTE	FISCAL YEAR
$ 15,230	6100-196-0001	B/A	2023	2022-2023
	OBJECT OF EXPENDITURE (CODE AND TITLE)			
	702 SACS: Res-0000 Rev-0000			

Bellevue Union School District

Agenda Item for Board Meeting of January 16, 2024

Agenda Category: Action Item

Agenda Item Title: Consider Approval of Contract with Specified Playground Equipment Co. (SPEC) to Modernize Play Equipment

Prepared By: Michael Kellison, Superintendent

Background:
The District has identified the need to replace outdated playground equipment at each of the four elementary schools' kindergarten playgrounds as well as the main playground at Taylor Mountain ES. Following an exhaustive process that included stakeholder input, design modifications and materials selection, the District has identified Specified Playground Equipment Co. (SPEC) as the best qualified to conduct this work due to the unique qualifications required as a specialty contractor for playgrounds. The District is entering into a cooperative purchasing agreement through the Sourcewell procurement contract taking advantage of pricing that has already been established through the Request for Proposal (RFP) process.

Recommended Action:
No action

Supporting Documents:
Proposal from Specialized Playground Equipment Co. (SPEC)



Bellevue USD Playground Proposal

SPEC
SPECIFIED PLAY EQUIPMENT CO.
121 #1 INDUSTRIAL RD. BELMONT. CA 94002
www.SPECPLAY.com | 800.475.1071

Bellevue Union School District

GSM

PROPOSAL REVISED
November 8, 2023

Specified Play Equipment Company's mission is to develop **self-regulated** play experiences for people of all ages and abilities to exercise **risk, failure,** and **mastery.**

As Experts in Play, Sport and Park

We Consult, Collaborate, Design and Construct

www.specplay.com
info@specplay.com
800.475.1071

SPECIFIED PLAY EQUIPMENT CO.

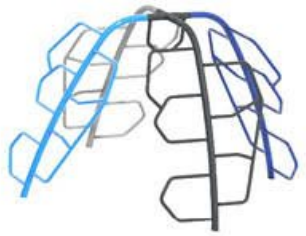
Burke
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BCIBURKE.COM • 800.266.1250

BELLEVUE KINDER

PROPOSAL #: 137-121657-4 R3

BELLEVUE ELEMENTARY







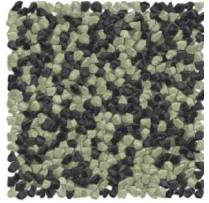
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- CHARCOAL
- SKY
- BLUE
- GRANITE
- GRAY
- SILVER
- B GRAY/BLACK
- B BLUE/WHITE

SPEC
SPECIFIED PLAY EQUIPMENT CO.

3D Designer: Christian

Warning: Proper safety surfacing is required under and around all play equipment to help prevent injuries from falls.



Army Green

Bellevue Kinder

www.specplay.com
info@specplay.com
800.475.1071

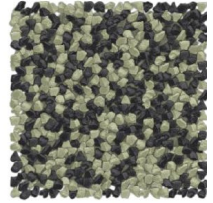
SPEC
SPECIFIED PLAY EQUIPMENT CO.

PROPOSAL #:137-121657-4 R3

BELLEVUE KINDER

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3D Designer: Christian

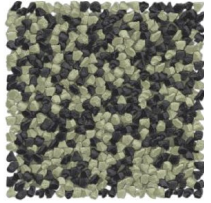
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BELLEVUE KINDER

PROPOSAL #: 137-121657-4 R3

BELLEVUE ELEMENTARY





Army Green

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Bellevue Kinder

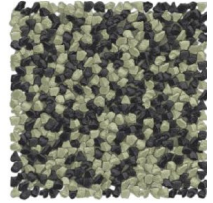
www.specplay.com
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3D Designer: Christian

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info@specplay.com
800.475.1071

SPEC
SPECIFIED PLAY EQUIPMENT CO.

SERIES Burke Basics | Nucleus

GROUP:
Structure|Freestanding

DESIGNED FOR AGES:
2 to 5

Bellevue Kinder
Santa Rosa, CA 95407

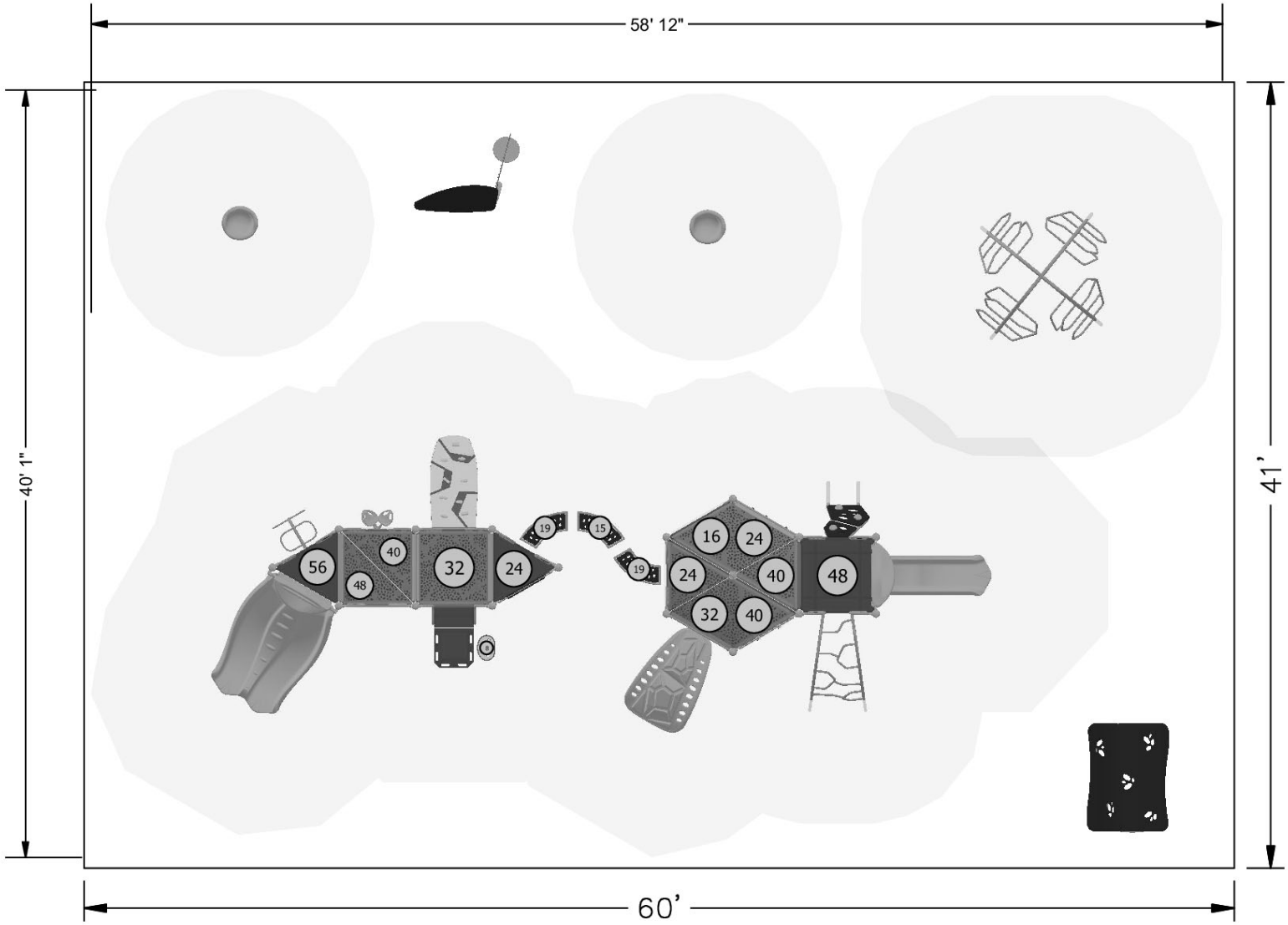
Burke
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10/06/2023

Specified Play Equipment Company
137-121657-4

Designer: Pa Der Vang

SITE PLAN VIEW



AREA: 2460 SQ. FT.

NOTE: ALTHOUGH ALL ATTEMPTS HAVE BEEN MADE TO PROVIDE AN ACCURATE SITE IT MAY NOT TRULY REPRESENT THE AREA WHERE THIS STRUCTURE IS TO BE PLACED.

OVERALL BOUNDING OF USE ZONES
Area: 2360.3 sq.ft.
Perimeter: 198 ft.
STRUCTURE SIZE: 41'1"x58' 12"
POST SIZE(S): 5"

**The space requirements shown here are to ASTM standards. Requirements for other standards may be different.

PLAYGROUND ACCESSIBILITY (Provided/Required)

TOTAL EVENTS	ELEVATED EVENTS	TRANSFER ACCESSIBLE EVENTS	RAMP ACCESSIBLE EVENTS	GROUND EVENTS	TYPES OF GROUND EVENTS
21	12 / 6	12 / 0	0 / 0	9 / 4	4 / 3

The use and layout of play components identified in this plan conform to the CPSC guildelines. U.S. CPSC recommends the separation of age groups in playground layouts.

Warning: Accessible safety surfacing material is required beneath and around this equipment that is compliant with ASTM, CPSC, and ADAAG requirements.

Specified Play Equipment Co.
121 #1 Industrial Road
Belmont, CA 94002
800.475.1071
www.specplay.com

ADDRESS
Michael Kellison
Bellevue Union School District
3150 Education Dr
Santa Rosa, CA 954072767 USA

SHIP TO
Michael Kellison
Bellevue Union School District
3150 Education Dr
Santa Rosa, CA 954072767 USA

Estimate 2083

DATE 11/08/2023

EXPIRATION DATE 12/15/2023

TRACKING NO.	CSLB# 1050307	DIR# 1000064237
Bellevue ES Kinder	-	-

ACTIVITY	QTY	RATE	AMOUNT
Bellevue ES Kinder			
Site Work Remove EWF from play box and spread on site, appx 107 CY of EWF, calculated at 12" depth and 2214 SF area.	1	10,251.00	10,251.00
Demolition Removal and disposal of cinder block with plastic composite lumber playground border, approximately 190 LF	1	8,291.00	8,291.00
Site Work Expand play box Excavate 7'6"x42", approximately 315 sqft area at 7" depth to expand play box footprint, and disposal of appx 7 CY of dirt.	1	13,983.00	13,983.00
BCI Burke Equipment Equipment per plan #137-121657-4 including safety sign 580-1310.	1	70,633.00	70,633.00T
Discount Per procurement contract	1	-4,944.00	-4,944.00T
Installation Service Installation of 2-5 Burke Basic Nucleus Play Structures per plan 137-121657-4 to manufacturer recommendations through soil. Footing spoils disposed off-site.	1	63,197.00	63,197.00

Please write checks to
Specified Play Equipment Co (SPECPlay)
121 #1 Industrial Road
Belmont, CA 94002

ACTIVITY	QTY	RATE	AMOUNT
Site Work Flush concrete curb: Provide labor/materials to pour appx 202 LF Flush 6" wide with 12" footer along where play areas meets existing concrete walkway and along fence.	1	21,161.00	21,161.00
Site Work Supply and spread appx 70 TN crushed stone compacted at 4.5" depth in 2460 SF play box.	1	10,017.00	10,017.00
Protective Safety Surfacing Installation Supply/install approximately 2460 SF of SAFEPOUR pour-in-place resilient rubber surfacing at 2.5” thickness (meets 5’ CFH) using 50% Black and 50% Standard Color with Standard "Aromatic" binder.	1	49,188.00	49,188.00
Freight Freight and packaging	1	5,800.00	5,800.00
Temporary Fencing Temporary Fencing for the duration of the project	1	1,660.00	1,660.00
Receive and Offload Coordinate offload to USD Corp Yard or at pre designated staging area on site.	1	2,019.00	2,019.00
Bonding Payment and Performance Bonds	1	8,989.00	8,989.00
PLEASE NOTE: -Lead time on equipment is 10-11 weeks. -Sonoma County Prevailing wages applied. -Trucking and Bobcat access required. -Quoted with 2023 pricing. Expect a price increase of 6% in 2024.			

By signing below you acknowledge and agree to our Contract. The values shown above represent a specific scope; no other work should be assumed unless specifically noted in the text of the above line items. Unless otherwise specified we Exclude Responsibility for: offloading equipment, removal of packaging, project security, landscape & hardscape repair, delays due to conflicts, removal of spoils, locating underground; utilities, pipes, obstructions, conditions unforeseen and/or not disclosed at time of estimate, permits, engineering, soil samples. We are experienced with State & Federal prevailing wage and certified payroll requirements from DIR/DOL and will process when applicable. Union Agreements, including PLA's, are the responsibility of others and not to be included in our contract. Conditions: Grades; stable,compacted, & workable, (rough grade to be taken + or - one tenth of one inch), adequate

SUBTOTAL	260,245.00
TAX	5,583.57

Please write checks to

Specified Play Equipment Co (SPECPlay)

121 #1 Industrial Road

Belmont, CA 94002

access to work site provided for workmen, materials, tools, & equipment

TOTAL	$265,828.57

Accepted By

Accepted Date

Please write checks to
Specified Play Equipment Co (SPECPlay)
121 #1 Industrial Road
Belmont, CA 94002

Burke
PLAY THAT MOVES YOU.
BCIBURKE.COM • 800.266.1250

KAWANA SPRINGS KINDER

PROPOSAL #:137-121656-5 R3



KAWANA SPRINGS ELEMENTARY
Inmersión Dual de BUSD
BUSD Dual Immersion

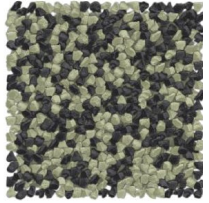
COLOR KEY
- YELLOW
- OLIVE
- GREEN
- CHARCOAL
- SILVER
- B OLIVE/BLACK
- B YELLOW/BLACK



SPEC
SPECIFIED PLAY EQUIPMENT CO.

3D Designer: Kendra

*Safety surfacing is required beneath all play components



Army Green

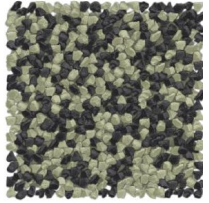
Kawana Springs Kinder

www.specplay.com
info@specplay.com
800.475.1071

SPEC
SPECIFIED PLAY EQUIPMENT CO.

KAWANA SPRINGS KINDER

Burke
PLAY THAT MOVES YOU.
BCIBURKE.COM • 800.266.1250



Army Green



*Safety surfacing is required beneath all play components

3D Designer: Kendra

Kawana Springs Kinder

www.specplay.com
info@specplay.com
800.475.1071

SERIES LINE: Burke Basics | Nucleus

GROUP:
Structure | Freestanding

DESIGNED FOR AGES:
2 to 5

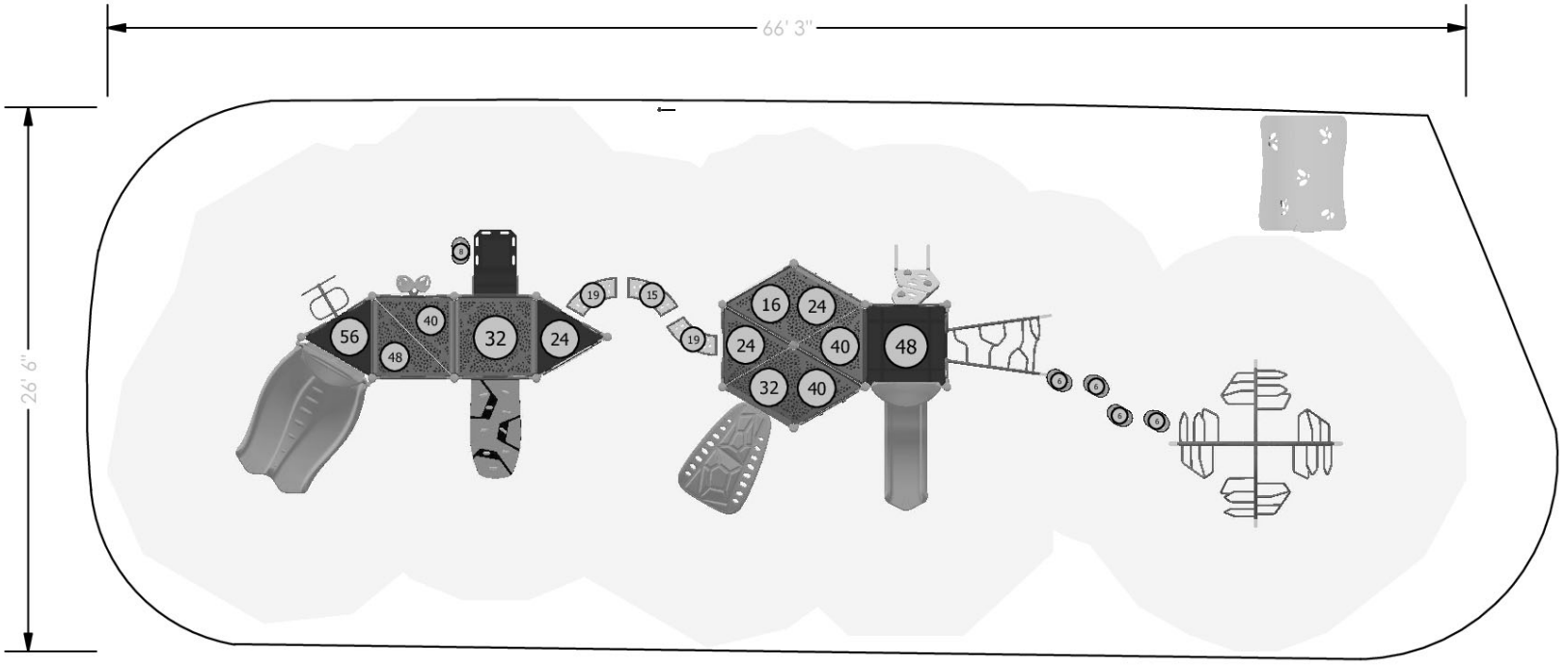
Kawana Springs Kinder
Santa Rosa, CA 95407

Burke
PLAY THAT MOVES YOU.

10/06/2023

Specified Play Equipment Company
137-121656-5
Designer: Pa Der Vang

SITE PLAN VIEW



NOTE: ALTHOUGH ALL ATTEMPTS HAVE BEEN MADE TO PROVIDE AN ACCURATE SITE IT MAY NOT TRULY REPRESENT THE AREA WHERE THIS STRUCTURE IS TO BE PLACED.

AREA: 1805 SQ. FT.

OVERALL BOUNDING OF USE ZONES
Area: 1754.2 sq.ft.
Perimeter: 185.4 ft.
STRUCTURE SIZE: 26' 6"x66' 3"
POST SIZE(S): 5"

**The space requirements shown here are to ASTM standards. Requirements for other standards may be different.

PLAYGROUND ACCESSIBILITY (Provided/Required)

TOTAL EVENTS	ELEVATED EVENTS	TRANSFER ACCESSIBLE EVENTS	RAMP ACCESSIBLE EVENTS	GROUND EVENTS	TYPES OF GROUND EVENTS
22	12 / 6	12 / 0	0 / 0	10 / 4	3 / 3

The use and layout of play components identified in this plan conform to the CPSC guildelines. U.S. CPSC recommends the separation of age groups in playground layouts.

Warning: Accessible safety surfacing material is required beneath and around this equipment that is compliant with ASTM, CPSC, and ADAAG requirements.

BCI BURKE COMPANY, LLC | PO BOX 549 FOND DU LAC, WI 54936-0549 | 920.921.9220 | BCIBURKE.COM

Specified Play Equipment Co.
121 #1 Industrial Road
Belmont, CA 94002
800.475.1071
www.specplay.com

ADDRESS
Michael Kellison
Bellevue Union School District
3150 Education Dr
Santa Rosa, CA 954072767 USA

SHIP TO
Michael Kellison
Bellevue Union School District
3150 Education Dr
Santa Rosa, CA 954072767 USA

Estimate 2859

DATE 11/08/2023

EXPIRATION DATE 12/15/2023

TRACKING NO.
Kawana Springs ES -Kinder

ACTIVITY	QTY	RATE	AMOUNT
Kawana Springs ES - Kinder			
Site Work Remove EWF from play box and spread on site, appx 89 CY of EWF, calculated at 12" depth and 1850 SF area.	1	10,784.00	10,784.00
Demolition Remove/dispose existing steel & plastic black/grey play structure, (5) stepping pods and age sign footings included. Demo/dispose existing ADA ramp, approx 144 SF [16'x9'].	1	10,090.00	10,090.00
Site Work Supply and spread appx 105 TN crushed stone compacted at 9" depth in 1850 SF play box.	1	26,660.00	26,660.00
BCI Burke Equipment Equipment per plan #137-121656-5 including safety sign.	1	66,361.00	66,361.00T
Discount Per procurement contract	1	-9,954.15	-9,954.15T
Installation Service Installation of 2-5 Burke Basic Intensity Nucleus Play Structures per plan 137-121656-5 to manufacturer specifications through soil. Footing spoils disposed off-site.	1	60,598.00	60,598.00

Please write checks to
Specified Play Equipment Co (SPECPlay)
121 #1 Industrial Road
Belmont, CA 94002

ACTIVITY	QTY	RATE	AMOUNT
Protective Safety Surfacing Installation Poured-In-Place: Supply and install approximately 1850 SF of SAFEPOUR pour-in-place resilient rubber surfacing at 2.5" thickness (meets 5' CFH) using 50% Black and 50% Standard Color with Standard "Aromatic" binder.	1	36,091.00	36,091.00
Freight Freight and packaging	1	5,800.00	5,800.00
Temporary Fencing Temporary fencing for the duration of the project	1	4,106.00	4,106.00
Receive and Offload Coordinate offload to USD Corp Yard or at pre designated staging area on site.	1	2,019.00	2,019.00
Bonding Payment and Performance Bonds	1	7,607.00	7,607.00
PLEASE NOTE: -Lead time on equipment is 10-11 weeks. -Sonoma County Prevailing wages applied. -Trucking and Bobcat access required. -Quoted with 2023 pricing. Expect a price increase of 6% in 2024.			

By signing below you acknowledge and agree to our Contract. The values shown above represent a specific scope; no other work should be assumed unless specifically noted in the text of the above line items. Unless otherwise specified we Exclude Responsibility for: offloading equipment, removal of packaging, project security, landscape & hardscape repair, delays due to conflicts, removal of spoils, locating underground; utilities, pipes, obstructions, conditions unforeseen and/or not disclosed at time of estimate, permits, engineering, soil samples. We are experienced with State & Federal prevailing wage and certified payroll requirements from DIR/DOL and will process when applicable. Union Agreements, including PLA's, are the responsibility of others and not to be included in our contract. Conditions: Grades; stable,compacted, & workable, (rough grade to be taken + or - one tenth of one inch), adequate access to work site provided for workmen, materials, tools, & equipment

SUBTOTAL	220,161.85
TAX	4,794.58
TOTAL	$224,956.43

Please write checks to

Specified Play Equipment Co (SPECPlay)

121 #1 Industrial Road

Belmont, CA 94002

Accepted By

Accepted Date

Please write checks to
Specified Play Equipment Co (SPECPlay)
121 #1 Industrial Road
Belmont, CA 94002

PROPOSAL #:137-121655-4 R3

MEADOW VIEW ELEMENTARY KINDER

Burke
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COLOR KEY

- CHARCOAL
- PURPLE
- SILVER
- GRANITE
- GRAY
- GOLD
- BLUE
- B GRAY/BLACK
- B PURPLE/GRAY
- B BLUE/WHITE
- B LIME/BLACK
- B ORANGE/BLACK





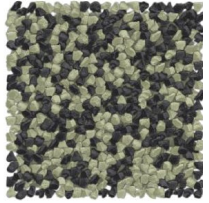




SPEC
SPECIFIED PLAY EQUIPMENT CO.

MEADOW VIEW ELEMENTARY

3D Designer: Rachel



Army Green

Meadow View Kinder

www.specplay.com
info@specplay.com
800.475.1071

SPEC
SPECIFIED PLAY EQUIPMENT CO.

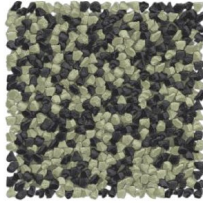
Burke
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MEADOW VIEW ELEMENTARY KINDER

PROPOSAL #:137-121655-4 R3



3D Designer: Rachel



Army Green

Meadow View Kinder

www.specplay.com
info@specplay.com
800.475.1071

SPEC
SPECIFIED PLAY EQUIPMENT CO.

SERIES LINE: Nucleus | Burke Basics

GROUP:
Structure | Freestanding

DESIGNED FOR AGES:
2 to 5

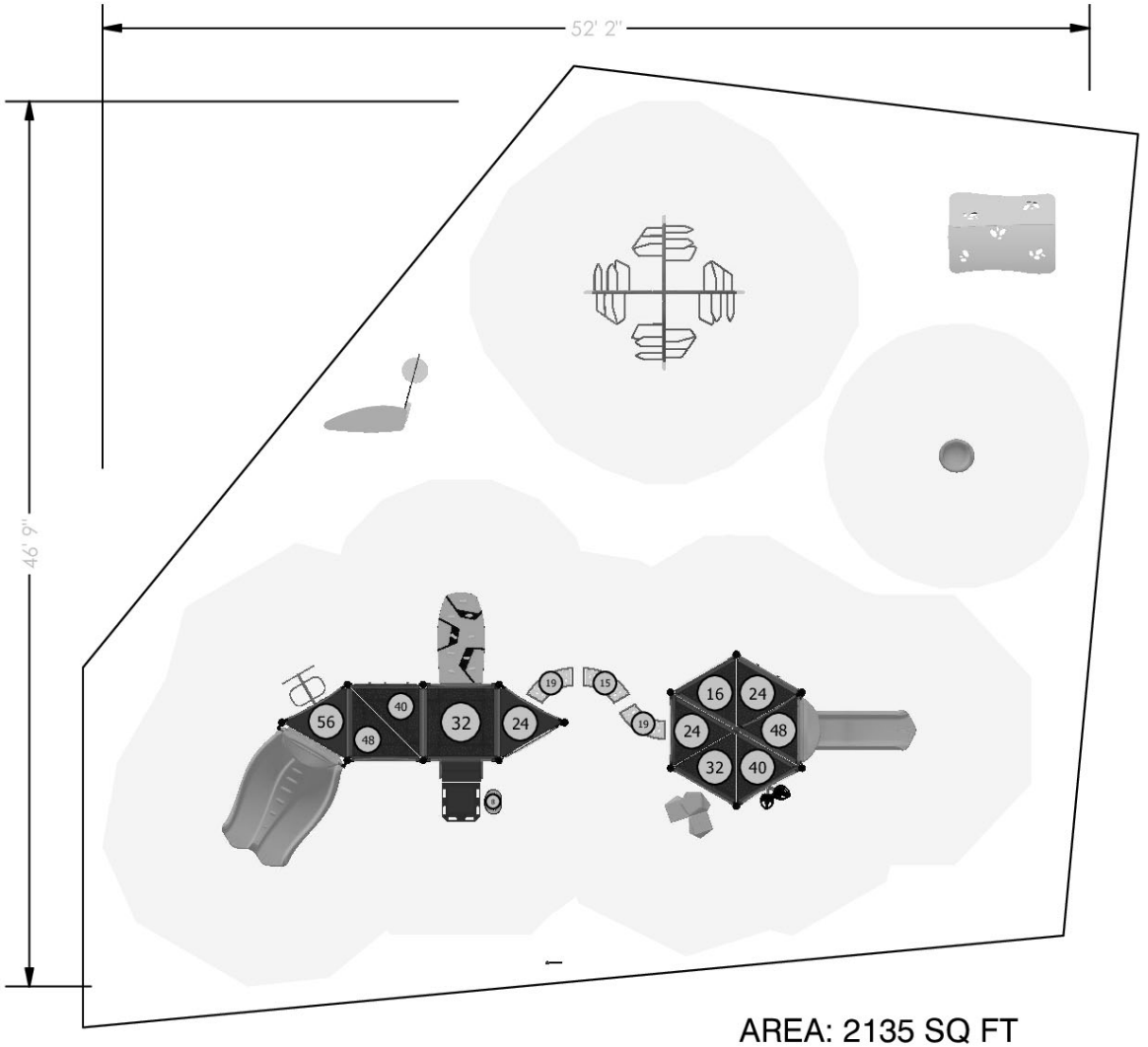
Meadow View Elementary Kinder
Santa Rosa, CA 95407

Burke
PLAY THAT MOVES YOU.

10/09/2023

Specified Play Equipment Company
137-121655-4
Designer: Pa Der Vang

SITE PLAN VIEW



AREA: 2135 SQ FT

NOTE: ALTHOUGH ALL ATTEMPTS HAVE BEEN MADE TO PROVIDE AN ACCURATE SITE IT MAY NOT TRULY REPRESENT THE AREA WHERE THIS STRUCTURE IS TO BE PLACED.

OVERALL BOUNDING OF USE ZONES
Area: 2434 sq.ft.
Perimeter: 197.6 ft.
STRUCTURE SIZE: 46' 9"x52' 2"
POST SIZE(S): 5"

**The space requirements shown here are to ASTM standards. Requirements for other standards may be different.

PLAYGROUND ACCESSIBILITY (Provided/Required)

TOTAL EVENTS	ELEVATED EVENTS	TRANSFER ACCESSIBLE EVENTS	RAMP ACCESSIBLE EVENTS	GROUND EVENTS	TYPES OF GROUND EVENTS
18	9 / 5	9 / 0	0 / 0	9 / 3	4 / 3

The use and layout of play components identified in this plan conform to the CPSC guildelines. U.S. CPSC recommends the separation of age groups in playground layouts.

Warning: Accessible safety surfacing material is required beneath and around this equipment that is compliant with ASTM, CPSC, and ADAAG requirements.

BCI BURKE COMPANY, LLC | PO BOX 549 FOND DU LAC, WI 54936-0549 | 920.921.9220 | BCIBURKE.COM

Specified Play Equipment Co.
121 #1 Industrial Road
Belmont, CA 94002
800.475.1071
www.specplay.com

ADDRESS
Michael Kellison
Bellevue Union School District
3150 Education Dr
Santa Rosa, CA 954072767 USA

SHIP TO
Michael Kellison
Bellevue Union School District
3150 Education Dr
Santa Rosa, CA 954072767 USA

Estimate 2085

DATE 11/08/2023

EXPIRATION DATE 12/15/2023

TRACKING NO.	CSLB# 1050307	DIR# 1000064237
Meadow View ES - Kinder	-	-

ACTIVITY	QTY	RATE	AMOUNT
Meadow View ES - Kinder			
Site Work Remove EWF from play box and spread on site, appx 103 CY of EWF, calculated at 12" depth and 2135 SF area	1	10,304.00	10,304.00
Demolition Removal and disposal existing steel/plastic red/blue/yellow play structure and blue/gray dome climber to include footings.	1	7,032.00	7,032.00
BCI Burke Equipment Equipment per plan #137-121655-4.	1	63,637.00	63,637.00T
Discount Per procurement contract	1	-4,454.00	-4,454.00T
Installation Service Installation of 2-5 Burke Basic Nucleus Play Structures per plan 137-121655-4 to manufacturer recommendations through soil. Footing spoils disposed off-site.	1	63,038.00	63,038.00
Site Work Supply and install approximately 127 TN crushed stone compacted at 9.5" depth in 2135 SF playbox.	1	27,473.00	27,473.00

Please write checks to
Specified Play Equipment Co (SPECPlay)
121 #1 Industrial Road
Belmont, CA 94002

ACTIVITY	QTY	RATE	AMOUNT
Protective Safety Surfacing Installation Supply/install appx 2135 SF of SAFEPOUR pour-in-place resilient rubber surfacing at 2.5” thickness (meets 5’ CFH) using 50% Black and 50% Standard Color with Standard "Aromatic" binder.	1	42,689.00	42,689.00
Temporary Fencing Temporary fencing for the duration of the project.	1	1,946.00	1,946.00
Receive and Offload Coordinate offload to USD Corp Yard or at pre designated staging area on site.	1	2,019.00	2,019.00
Freight Freight and packaging	1	5,800.00	5,800.00
Bonding Payment and Performance Bonds	1	7,858.00	7,858.00
PLEASE NOTE: -Lead time on equipment is 10-11 weeks. -Sonoma County Prevailing wages applied. -Trucking and Bobcat access required. -Quoted with 2023 pricing. Expect a 6% price increase in 2024.			

By signing below you acknowledge and agree to our Contract. The values shown above represent a specific scope; no other work should be assumed unless specifically noted in the text of the above line items. Unless otherwise specified we Exclude Responsibility for: offloading equipment, removal of packaging, project security, landscape & hardscape repair, delays due to conflicts, removal of spoils, locating underground; utilities, pipes, obstructions, conditions unforeseen and/or not disclosed at time of estimate, permits, engineering, soil samples. We are experienced with State & Federal prevailing wage and certified payroll requirements from DIR/DOL and will process when applicable. Union Agreements, including PLA's, are the responsibility of others and not to be included in our contract. Conditions: Grades; stable,compacted, & workable, (rough grade to be taken + or - one tenth of one inch), adequate access to work site provided for workmen, materials, tools, & equipment

SUBTOTAL	227,342.00
TAX	5,030.56
TOTAL	**$232,372.56**

Please write checks to

Specified Play Equipment Co (SPECPlay)

121 #1 Industrial Road

Belmont, CA 94002

Accepted By

Accepted Date

Please write checks to
Specified Play Equipment Co (SPECPlay)
121 #1 Industrial Road
Belmont, CA 94002

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TAYLOR MOUNTAIN KINDER

PROPOSAL #:137-121658-4 R3





COLOR KEY

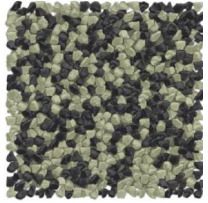
- GRANITE
- YELLOW
- GRAY
- BURGUNDY
- CHARCOAL
- BLACK
- B GRAY/BLACK
- B YELLOW/BLACK

TAYLOR MOUNTAIN ELEMENTARY

SPEC
SPECIFIED PLAY EQUIPMENT CO.

3D Designer:Kendra

*Safety surfacing is required beneath all play components



Army Green

Taylor Mountain Kinder

www.specplay.com
info@specplay.com
800.475.1071

SPEC
SPECIFIED PLAY EQUIPMENT CO.

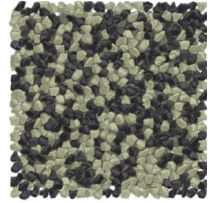
TAYLOR MOUNTAIN KINDER

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Army Green

SPECIFIED PLAY EQUIPMENT CO.

*Safety surfacing is required beneath all play components

3D Designer: Kendra

www.specplay.com
info@specplay.com
800.475.1071
SPECIFIED PLAY EQUIPMENT CO.

SERIES LINE: Nucleus | Burke Basics | Intensity

SITE PLAN VIEW

GROUP:
Structure | Freestanding

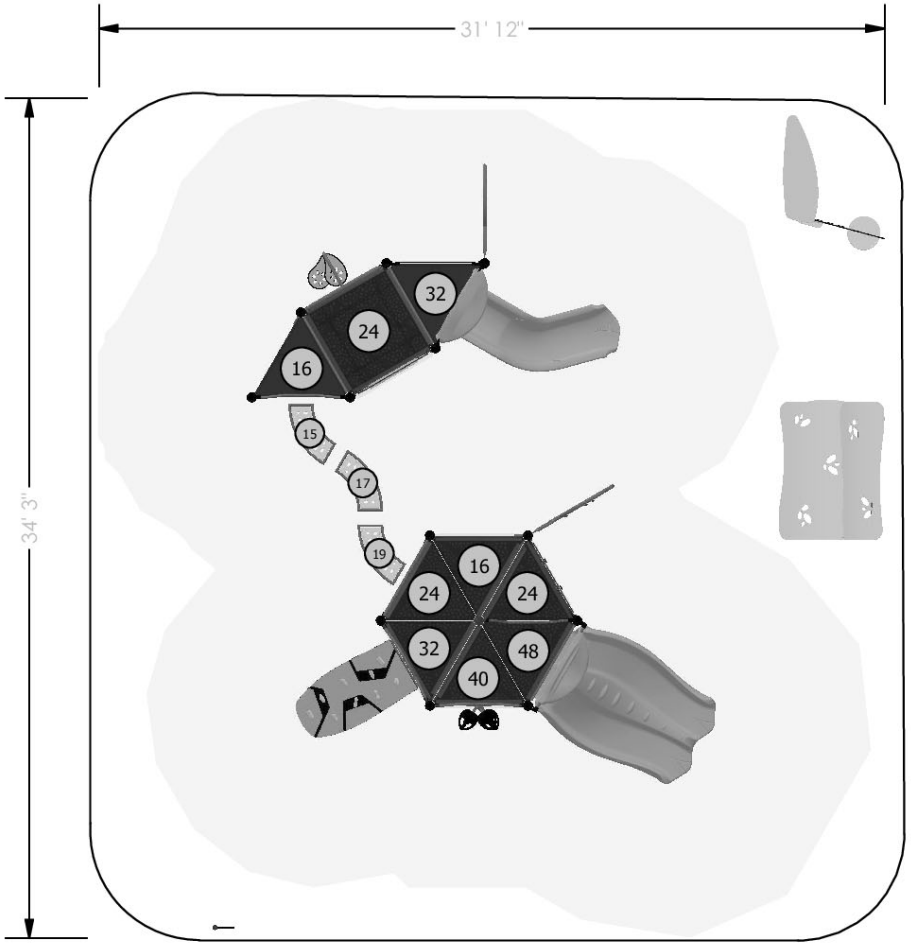
DESIGNED FOR AGES:
2 to 5

Taylor Mountain Kinder
Santa Rosa, CA 95407

Burke
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10/06/2023

Specified Play Equipment Company
137-121658-4
Designer: Pa Der Vang



AREA: 1125 SQ. FT.

NOTE: ALTHOUGH ALL ATTEMPTS HAVE BEEN MADE TO PROVIDE AN ACCURATE SITE IT MAY NOT TRULY REPRESENT THE AREA WHERE THIS STRUCTURE IS TO BE PLACED.

OVERALL BOUNDING OF USE ZONES
Area: 1094 sq.ft.
Perimeter: 132.4 ft.
STRUCTURE SIZE: 34' 3"x31' 12"
POST SIZE(S): 5"

**The space requirements shown here are to ASTM standards. Requirements for other standards may be different.

PLAYGROUND ACCESSIBILITY (Provided/Required)

TOTAL EVENTS	ELEVATED EVENTS	TRANSFER ACCESSIBLE EVENTS	RAMP ACCESSIBLE EVENTS	GROUND EVENTS	TYPES OF GROUND EVENTS
15	8 / 4	8 / 0	0 / 0	7 / 3	4 / 3

The use and layout of play components identified in this plan conform to the CPSC guildelines. U.S. CPSC recommends the separation of age groups in playground layouts.

Warning: Accessible safety surfacing material is required beneath and around this equipment that is compliant with ASTM, CPSC, and ADAAG requirements.

BCI BURKE COMPANY, LLC | PO BOX 549 FOND DU LAC, WI 54936-0549 | 920.921.9220 | BCIBURKE.COM

Specified Play Equipment Co.
121 #1 Industrial Road
Belmont, CA 94002
800.475.1071
www.specplay.com

ADDRESS
Michael Kellison
Bellevue Union School District
3150 Education Dr
Santa Rosa, CA 954072767 USA

SHIP TO
Michael Kellison
Bellevue Union School District
3150 Education Dr
Santa Rosa, CA 954072767 USA

Estimate 2084

DATE 11/08/2023

EXPIRATION DATE 12/15/2023

TRACKING NO.
Taylor Mountain ES -Kinder

CSLB# 1050307
-

ACTIVITY	QTY	RATE	AMOUNT
Taylor Mountain ES 2-5yr old playground			
Demolition Remove EWF from play box and spread on site, approximately 54 CY of EWF, calculated at 12" depth and 1125 SF area.	1	10,691.00	10,691.00
Demolition Remove/dispose of appx 3 TN of rubber mulch, calculated at 2" depth and 1125 SF area.	1	6,105.00	6,105.00
Demolition Removal and disposal existing steel/plastic blue/green/tan play structure and age sign to include footings.	1	6,791.00	6,791.00
BCI Burke Equipment Equipment per plan #137-121658-4 including safety sign.	1	56,626.00	56,626.00T
Discount Per procurement contract	1	-3,964.00	-3,964.00T
Installation Service Installation of 2-5 Burke Basic Intensity Nucleus Play Structures per plan 137-121658-4 to manufacturer recommendations through soil. Footing spoils disposed off-site	1	37,497.00	37,497.00

Please write checks to
Specified Play Equipment Co (SPECPlay)
121 #1 Industrial Road
Belmont, CA 94002

ACTIVITY	QTY	RATE	AMOUNT
Site Work Supply and install approximately 70 TN crushed stone compacted at 10" depth, area 1125 SF	1	15,549.00	15,549.00
Protective Safety Surfacing Installation Poured-In-Place: Supply and install approximately 1125 SF of PLAYPOUR pour-in-place resilient rubber surfacing at 2" thickness (meets 4' CFH) using 50% Black and 50% Standard Color with Standard "Aromatic" binder.	1	20,246.00	20,246.00
Temporary Fencing Temporary fencing for the duration of the project	1	4,106.00	4,106.00
Receive and Offload Coordinate offload to USD Corp Yard or at pre designated staging area on site.	1	2,019.00	2,019.00
Freight Freight and packaging	1	5,800.00	5,800.00
Bonding Payment and Performance Bonds	1	5,808.00	5,808.00

PLEASE NOTE:
-Lead time on equipment is 10-11 weeks.
-Sonoma County Prevailing wages applied.
-Trucking and Bobcat access required.
-Quoted with 2023 pricing. Expect a 6% price increase in 2024.

By signing below you acknowledge and agree to our Contract. The values shown above represent a specific scope; no other work should be assumed unless specifically noted in the text of the above line items. Unless otherwise specified we Exclude Responsibility for: offloading equipment, removal of packaging, project security, landscape & hardscape repair, delays due to conflicts, removal of spoils, locating underground; utilities, pipes, obstructions, conditions unforeseen and/or not disclosed at time of estimate, permits, engineering, soil samples. We are experienced with State & Federal prevailing wage and certified payroll requirements from DIR/DOL and will process when applicable. Union Agreements, including PLA's, are the responsibility of others and not to be included in our contract. Conditions: Grades; stable,compacted, & workable, (rough grade to be taken + or - one tenth of one inch), adequate access to work site provided for workmen, materials, tools, & equipment

SUBTOTAL	167,274.00
TAX	4,476.27

Please write checks to

Specified Play Equipment Co (SPECPlay)

121 #1 Industrial Road

Belmont, CA 94002

TOTAL	$171,750.27

Accepted By

Accepted Date

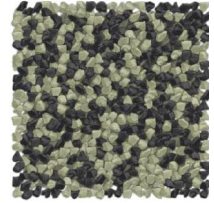
Please write checks to
Specified Play Equipment Co (SPECPlay)
121 #1 Industrial Road
Belmont, CA 94002

TAYLOR MOUNTAIN UPPER

PROPOSAL #: 137-121659-5

COLOR KEY
- BURGUNDY
- YELLOW
- WHITE
- GRANITE
- CHARCOAL
- B YELLOW/BLACK





Army Green

TAYLOR MOUNTAIN ELEMENTARY

SPEC SPECIFIED PLAY EQUIPMENT CO.

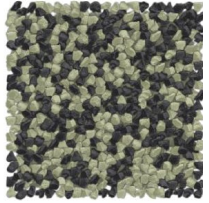
3D Designer: Karen

Taylor Mountain Upper

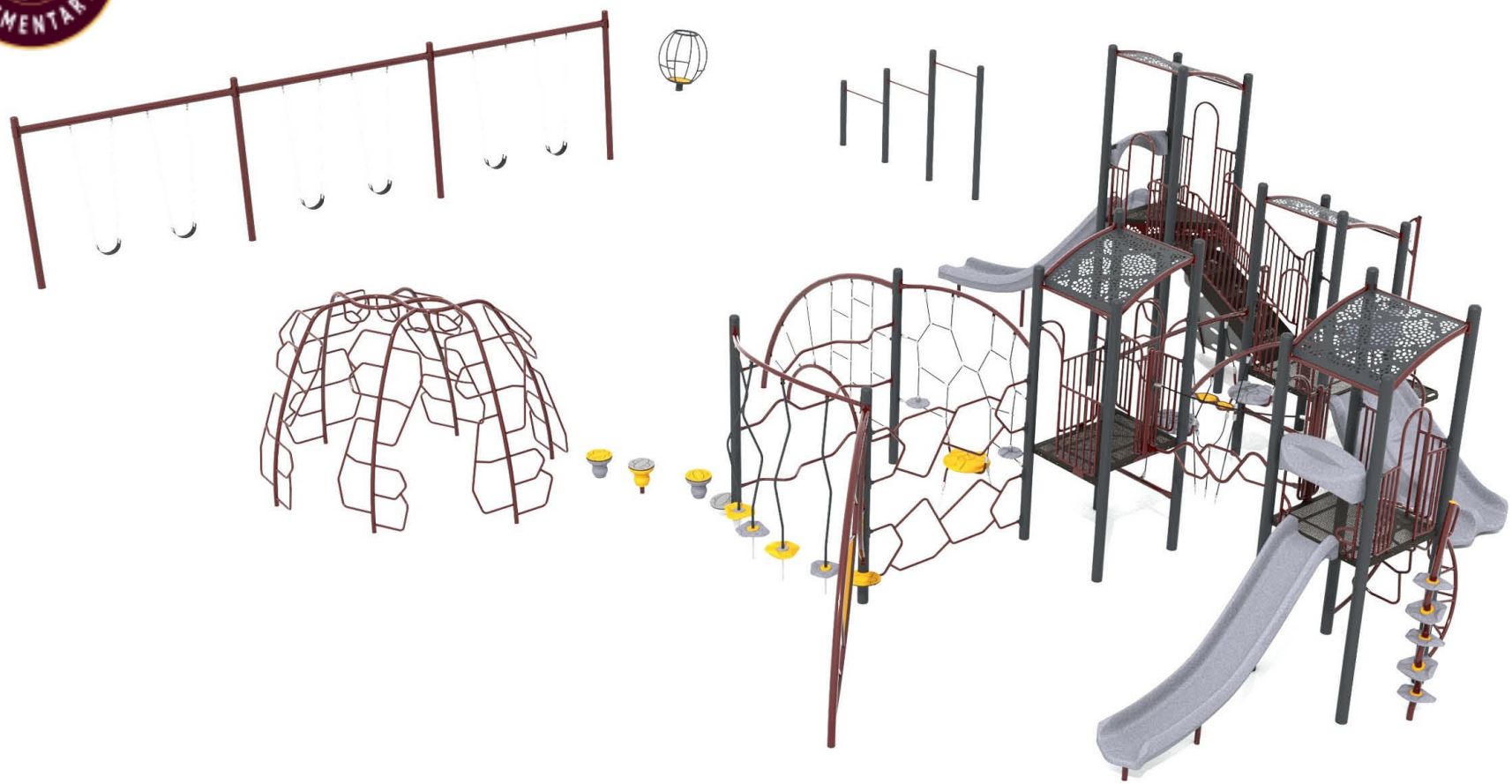
www.specplay.com
info@specplay.com
800.475.1071

SPEC SPECIFIED PLAY EQUIPMENT CO.

Burke
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Army Green



SPEC
SPECIFIED PLAY EQUIPMENT CO.

3D Designer: Karen

Taylor Mountain Upper

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info@specplay.com
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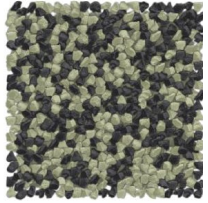
SPEC
SPECIFIED PLAY EQUIPMENT CO.

TAYLOR MOUNTAIN UPPER

PROPOSAL #: 137-121659-5



3D Designer: Karen



Army Green

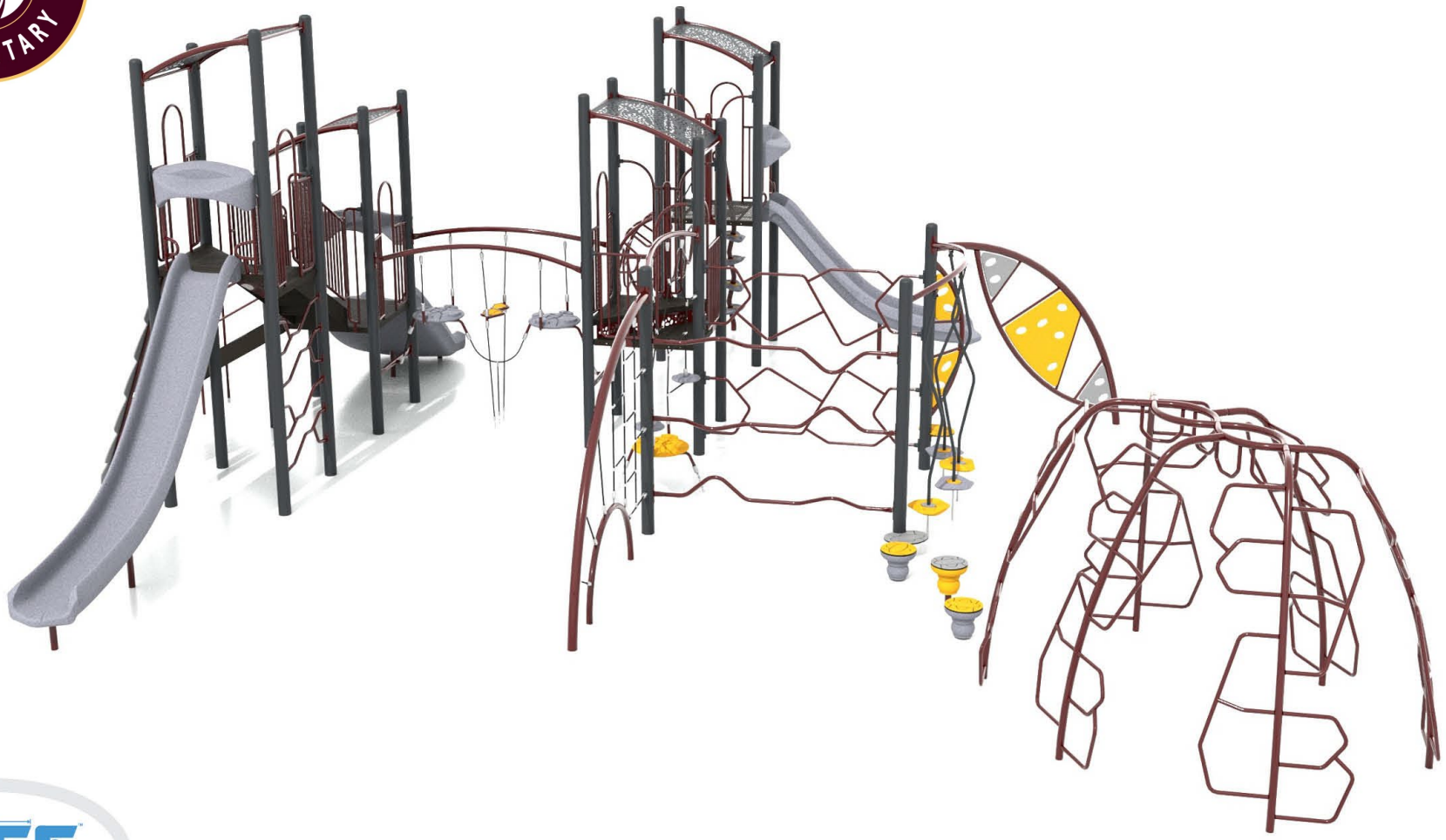
Taylor Mountain Upper

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info@specplay.com
800.475.1071

SPECIFIED PLAY EQUIPMENT CO.

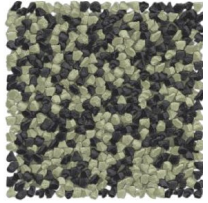
Burke
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TAYLOR MOUNTAIN ELEMENTARY



SPEC
SPECIFIED PLAY EQUIPMENT CO.

3D Designer: Karen



Army Green

Taylor Mountain Upper

www.specplay.com
info@specplay.com
800.475.1071

SPEC
SPECIFIED PLAY EQUIPMENT CO.

PLAYGROUND ACCESSIBILITY (Provided/Required)

TOTAL EVENTS	ELEVATED EVENTS	TRANSFER ACCESSIBLE EVENTS	RAMP ACCESSIBLE EVENTS	GROUND EVENTS	TYPES OF GROUND EVENTS
47	10 / 5	5 / 0	0 / 0	41 / 3	8 / 3

The use and layout of play components identified in this plan conform to the CPSC guildelines. U.S. CPSC recommends the separation of age groups in playground layouts.

OVERALL BOUNDING OF USE ZONES
Area:5243.8 sq.ft.
Perimefer:295.7 ft.
STRUCTURE SIZE:59' 1"x88' 10"
POST SIZE(S):5"

**The space requirements shown here are to ASTM standards. Requirements for other standards may be different.

Warning: Accessible safety surfacing material is required beneath and around this equipment that is compliant with ASTM, CPSC, and ADAAG requirements.

SERIES LINE: Nucleus | Burke Basics | Intensity

SITE PLAN VIEW

GROUP:
Structure | Pull Up Bars | Freestanding

DESIGNED FOR AGES:
5 to 12

Taylor Mountain Upper
Santa Rosa, CA 95407

11/01/2023

Specified Play Equipment Company
137-121659-5

Designer: Pa Der Vang

Specified Play Equipment Co.
121 #1 Industrial Road
Belmont, CA 94002
800.475.1071
www.specplay.com

ADDRESS
Michael Kellison
Bellevue Union School District
3150 Education Dr
Santa Rosa, CA 954072767 USA

SHIP TO
Michael Kellison
Bellevue Union School District
3150 Education Dr
Santa Rosa, CA 954072767 USA

Estimate 2854

DATE 11/08/2023

EXPIRATION DATE 12/15/2023

TRACKING NO.	CSLB# 1050307	DIR# 1000064237
Taylor Mountain ES- Upper	-	-

ACTIVITY	QTY	RATE	AMOUNT
Taylor Mountain ES - Upper			
Site Work Remove EWF from play box and spread on site, appx 310 CY of EWF, calculated at 12" depth and 6430 SF area.	1	20,968.00	20,968.00
Demolition Remove/dispose of existing steel & plastic yellow/red/blue play structure and age sign, footings included.	1	13,277.00	13,277.00
BCI Burke Equipment Equipment per plan #137-121659-5 including safety sign.	1	91,827.00	91,827.00T
Discount Per procurement contract	1	-6,428.00	-6,428.00T
Site Prep Supply and spread appx 290 TN crushed stone compacted at 8.5" depth in 5010 SF play box.	1	71,882.00	71,882.00
Site Prep Provide labor/materials to pour appx 60 LF 6" wide with 12" footer reducing existing play box footprint. Remaining adjacent area to remain, possible stockpile of EWF.	1	11,204.00	11,204.00

Please write checks to
Specified Play Equipment Co (SPEC Play)
121 #1 Industrial Road
Belmont, CA 94002

ACTIVITY	QTY	RATE	AMOUNT
Installation Service Installation of Burke Basic Intensity Nucleus Play Structures per plan 137-121659-5 to manufacturer specifications through soil. Footing spoils disposed off-site.	1	67,463.00	67,463.00
Protective Safety Surfacing Installation Supply/install appx 5010 SF of SAFEPOUR pour-in-place resilient rubber surfacing at 3.5” thickness (meets 8’ CFH) using 50% Black and 50% Standard Color with Standard "Aromatic" binder.	1	123,549.00	123,549.00
Temporary Fencing Temporary fencing for the duration of the project	1	3,239.00	3,239.00
Receive and Offload Coordinate offload to USD Corp Yard or at pre designated staging area on site.	1	2,019.00	2,019.00
Freight Freight and packaging	1	5,800.00	5,800.00
Bonding Payment and performance bond	1	14,030.00	14,030.00

PLEASE NOTE:
-Lead time on equipment is 10-11 weeks.
-Sonoma County Prevailing wages applied.
-Trucking and Bobcat access required.
-Quoted with 2023 pricing. Expect a 6% price increase in 2024.

SUBTOTAL	418,830.00
TAX	7,258.92

ACCEPTANCE By signing below, you acknowledge and agree to our estimate, contract, exclusions, conditions, payments, and Terms and Conditions attached shall comprise to be the Agreement. The values shown above represent a specific scope; no other work should be assumed unless specifically noted in the text of the above line items.
TERMS: Client must pay 50% of the equipment listed in the Estimate amount within 5 calendar days of invoicing. Client must pay remaining balance of all equipment on or before its delivery. Client must pay the balance of the entire Estimate and/or CO within 30 calendar days of notice by SPEC that Project is Complete.
Failure to pay any amount when due shall cause interest to begin to accrue at 12% per annum on the entire unpaid amount of the Agreement. Any late payment will cause Client being responsible for a 2% late fee on any late payment. Any action by SPEC to enforce collection of Agreement amount owed, Client must pay all attorney fees and costs.

Please write checks to

Specified Play Equipment Co (SPEC Play)

121 #1 Industrial Road

Belmont, CA 94002

TOTAL	$426,088.92

Accepted By

Accepted Date

Please write checks to
Specified Play Equipment Co (SPEC Play)
121 #1 Industrial Road
Belmont, CA 94002

Next Steps - Please Contact:

David Yosso- Principal Owner
Megan Popovich- Project Manager

Office: 800.475.1071

Specified Play Equipment Company
121 #1 Industrial Road Belmont, CA 94002



Bellevue Union School District

Agenda Item for Board Meeting of January 16, 2024

Agenda Category: Action

Agenda Item Title: Approval of Injury Illness Prevention Program (IIPP) plan for the Bellevue Union School District

Prepared By: Bill Jereb, Director of Maintenance & Operations

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Background:

This is an annual review by the Board for the approval of BUSD's Injury & Illness Prevention Program (IIPP). The main goal of injury and illness prevention programs is to prevent workplace injuries, illnesses and deaths, the suffering these events cause workers, and the financial hardship they cause both workers and employers. The Injury and Illness Prevention Program (IIPP) is a written workplace safety program required by Cal-OSHA T8 CCR §3203. The regulation requires that every employer develop and implement an effective IIPP. The written plan must contain:

- Introduction and Scope
- Responsibilities
- Hazard Assessment & Correction
- Communication
- Incident Reporting
- Training & Documentation
- Compliance

Recommended Action:

Approval of BUSD's Injury & Illness Prevention Program

Supporting Documents:

BUSD's Injury & Illness Prevention Program **(revised 1/2024)**

INJURY & ILLNESS PREVENTION PROGRAM



3150 Education Drive

Santa Rosa, CA 95407

Revised: January 2024

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Introduction

The Injury & Illness Prevention Program (IIPP) is established to provide a framework for the Bellevue Union School District to ensure a safe and healthy work environment for all of its employees. The purpose of this manual is to provide information necessary to communicate the elements of the Injury and Illness Prevention Program. All employees of the Bellevue Union School District are governed by the procedures outlined in this manual, unless otherwise stipulated.

The goal of the program is to eliminate occupational injuries and illnesses. This program has been developed and implemented as required under the California Code of Regulations, Title 8, Chapter 4, Subchapter 7, Section 3203.

The SAFETY OFFICER is responsible for the implementation and coordination of the Injury and Illness Prevention Program. This plan will be reviewed annually and revised as necessary. The master copy of this IIPP can be found in the SAFETY OFFICER's office at the District Office. Copies of the IIPP will be available at each district site and school location. The plan will also be available in the Risk Management section of the district's staff website.

The IIPP will include the following topics: Responsibilities, Compliance, Communication, Hazard Assessment, Hazard Correction, Accident/Injury Investigation, Training/Instruction, and Recordkeeping.

Responsibility

The Safety Officer Designation Form

The Director, Maintenance & Operations Department is the Districts designated SAFETY OFFICER. The SAFETY OFFICER is the person responsible for implementing the Bellevue Union School District's Injury and Illness Prevention Program.

The SAFETY OFFICER is responsible for occupational safety and health, and will assure that the Bellevue Union School District provides employees with a safe and healthy workplace, which complies with all Cal/OSHA and other applicable health and safety standards and regulations.

Approved: Superintendent

_____ Date_____

Accepted: Chief Business Official

_____ Date_____

Accepted: Director Maintenance & Operations

_____ Date_____

The Safety Officer

The SAFETY OFFICER will serve as the Injury & Illness Prevention Program Coordinator for the Bellevue Union School District Schools. The Injury & Illness Prevention Program Coordinator/Safety Officer is responsible for implementing and maintaining the following aspects of the safety program:

1. Coordinating all risk control activities
2. Maintaining, evaluating, and revising the Injury & Illness Prevention Program
3. Providing advice guidance to Bellevue Union School District management and supervisors
4. Communicating safety objectives
5. Developing and/or assisting in the development of employee training programs
6. Presiding over the Bellevue Union School District's Safety Committee
7. Reviewing all accident reports and investigations
8. Serving as liaison between management and outside safety agencies
9. Maintaining records as prescribed by the Recordkeeping Section of the Injury & Illness Prevention Program

Principal and Supervisor Responsibilities

Bellevue Union School District's Principals and Supervisors are responsible, where appropriate, for specific elements of the Injury & Illness Prevention Program. Principals and Supervisors play an integral role within the Injury & Illness Prevention Program. Principals and Supervisors are in constant and direct contact with their employees and can greatly influence safety attitudes and practices. It is essential that the Principals and Supervisors set the example for employees in regards to safety responsibilities. There are several specific responsibilities for Principals and Supervisors:

1. Managing the injury prevention efforts in their area of responsibility
2. Providing the necessary means of ensuring a safe and healthy work environment for their staff
3. Providing employees with safety training and job instruction
4. Providing written documentation of employee training and instruction for employees in their area of responsibility
5. Providing a planned safety meeting or "safety talk" program
6. Ensuring compliance with applicable federal, state, and local safety codes. Cal/OSHA safety regulations can be found in the California Code of Regulations, Title 8, by applicable topic. These regulations can be accessed via the Internet at www.ccr.oal.ca.gov or www.dir.ca.gov. The JPA Risk Manager may be contacted as a resource for compliance based inquiries
7. Conducting Accident/Injury Investigations
8. Taking reasonable action necessary to prevent injuries when an immediate danger exists
9. Taking responsibility for the safety of all employees under their supervision and for any employee not under their supervision but in the supervisor's work area
10. Providing and maintaining a clean and hazard-free work area
11. Providing safety orientation and job instruction to supervised employees
12. Planning, conducting, and documenting safety evaluations in assigned areas of responsibility
13. Conducting safety observations of employee safe work practices
14. Developing and maintaining cooperative safety attitudes in employees through the application of approved methods or preventive and corrective discipline
15. Maintaining emergency readiness
16. Ensuring employees receive prompt medical treatment for all injuries
17. Ensuring employees are fit to work

Employee Responsibilities

Employees are charged with adhering to the Injury & Illness Prevention Program as directed by management.

Employee responsibilities are listed below:

1. Adhering to all safety rules and operating procedures established by the BELLEVUE UNION SCHOOL DISTRICT Schools
2. Wearing appropriate personal protective equipment as required and provided by the BELLEVUE UNION SCHOOL DISTRICT Schools
3. Inspecting and maintaining equipment for proper and safe operation
4. Reporting all injuries immediately, including first aid only injuries
5. Encouraging other workers to work in a safe manner
6. Reporting all observed unsafe acts and conditions to their supervisor
7. Reporting to work in an acceptable condition and not under the influence of alcohol or drugs

Accident/Exposure Reporting and Investigation

If You are injured on the job:

- **Notify your supervisor**
- **Call RESIG's nurse at 707-836-7457 (the nurse is available to take your call 24 hours a day, 7 days a week)**
- **The nurse will direct you for the appropriate medical treatment**
- **Complete and return all paperwork you receive from RESIG**

Compliance

BELLEVUE UNION SCHOOL DISTRICT Commitment

The BELLEVUE UNION SCHOOL DISTRICT is committed to providing all employees a safe and healthy work environment.

The BELLEVUE UNION SCHOOL DISTRICT maintains an open door policy, allowing all employees to communicate any safety concerns without fear of repercussion.

Furthermore, the BELLEVUE UNION SCHOOL DISTRICT is committed to providing full cooperation with any outside safety agency during the course of any inspection or audit.

Employee Compliance

Occupational safety and health regulations and workplace practices are designed to reduce or eliminate occupational injuries and illnesses of employees. Employee compliance with all rules and regulations is essential to maintaining a safe and healthy workplace.

Employees that have displayed an outstanding commitment to safety may be recognized through an employee recognition program. Conversely, employees that violate any safety policy, procedure, rule and/or regulation may be subject to disciplinary action.

Disciplinary Action

The BELLEVUE UNION SCHOOL DISTRICT will utilize appropriate disciplinary action for employees who violate BELLEVUE UNION SCHOOL DISTRICT's safety policies, rules, and procedures, or for employees who require any counseling as a result of unsafe work practices.

Communication

General Information

The BELLEVUE UNION SCHOOL DISTRICT recognizes that open, two-way communication between management and staff on health and safety issues is essential to an injury-free, productive workplace. The system of communication regarding safety and health at the BELLEVUE UNION SCHOOL DISTRICT consists of many facets designed to facilitate a continuous flow of safety and health information between management and staff.

Managers and supervisors are responsible for communication with all employees about occupational safety and health issues in a manner or form readily understandable by all employees. Likewise, employees are encouraged to inform their managers and supervisors about workplace hazards without fear of reprisal.

Review of Injury & Illness Prevention Program

The Injury & Illness Prevention Program is to be used as a reference source for safety information pertaining to the BELLEVUE UNION SCHOOL DISTRICT Schools. All employees are entitled to review the contents of the Injury & Illness Prevention Program. Each site should have a copy of the program. The program should be kept at a location readily accessible to all employees.

All new employees will be informed of the program during orientation and where copies of the written plan are located. All employees will be notified of any revisions to the program as the revisions are made.

The Injury & Illness Prevention Program will be reviewed annually and revised as necessary.

Any employee who may have comments and/or suggestions is encouraged to provide feedback regarding to the program to The SAFETY OFFICER for consideration.

BELLEVUE UNION SCHOOL DISTRICT Safety Committee

The BELLEVUE UNION SCHOOL DISTRICT Safety Committee has two primary functions. The first is communication between employees and management; the second function is the monitoring of the effectiveness of the BELLEVUE UNION SCHOOL DISTRICT Schools' Injury & Illness Prevention Program.

The BELLEVUE UNION SCHOOL DISTRICT Safety Committee is districtwide and is comprised of both management and staff.

The BELLEVUE UNION SCHOOL DISTRICT Safety Committee will meet regularly. The format of the meeting is to be decided by the members of the committee, but will always include a review of all injuries/accidents, a review of accident investigations, review of investigations pertaining to reports of hazardous conditions, a review of scheduled safety evaluations, and a round table session.

The employees on the BELLEVUE UNION SCHOOL DISTRICT Safety Committee are to provide direct feedback to Superintendent and Directors of organizational and operational issues that are directly affecting injuries and Workers' Compensation costs.

All BELLEVUE UNION SCHOOL DISTRICT Safety Committee meetings are to be documented in the form of written meeting minutes. Original meeting minutes will be kept in the SAFETY OFFICER'S office at the District Office.

At the end of each school year, the BELLEVUE UNION SCHOOL DISTRICT Safety Committee should review its accomplishments to ensure its effectiveness in accomplishing safety goals and objectives.

Hazard Assessment

General Information

The detection of hazards in the workplace is essential in ensuring a safe work environment. Undetected and uncorrected safety hazards may cause accidents resulting in serious injury to employees. There are two major sources of unsafe conditions – normal wear and tear of equipment and employee actions.

Normal wear and tear is the constant process in which equipment and facilities deteriorate. Routine evaluations of equipment and areas can detect hazardous conditions before they cause injury.

Employee actions can contribute to unsafe conditions in several ways. Misused and abused equipment can be dangerous. Additionally, employees may leave their work area untidy, which can contribute to a dangerous environment.

Regular hazard identification and assessment can minimize the quantity and severity of hazards to which employees may become exposed. Safety Evaluations and Hazard Analysis are tools utilized by the BELLEVUE UNION SCHOOL DISTRICT to identify hazards.

Periodic inspections are always performed according to the following schedule:

- When we initially established our IIPP.
- Whenever new substance, processes, procedures or equipment which present potential new hazards are introduced into our workplace.
- Whenever new, previously unidentified hazards are recognized.

Safety Walks

Principals, Supervisors and Custodians are encouraged to conduct safety walks quarterly in their area of responsibility. Principals, Supervisors and Custodians should continuously monitor their areas during the work day for safety hazards and report any safety concerns to the DIRECTOR OF MAINTENANCE & OPERATIONS

The Principal and/or Supervisor, along with site staff will review all safety walks and initiate corrective action via the district's work order system.

Safety Evaluations

Principals and/or Supervisors shall conduct safety evaluations annually in areas where they are knowledgeable.

Safety evaluations must be documented. All documentation shall be forwarded to the DIRECTOR OF M&O.

The Principal and/or Supervisor, along with site staff will review all safety evaluations and initiate corrective action via the district's online work order system.

The DIRECTOR OF M&O and the BELLEVUE UNION SCHOOL DISTRICT Safety Committee will also review the safety evaluations and investigate long-term solutions to recurring hazards.

Safety Inspections

The BELLEVUE UNION SCHOOL DISTRICT has site safety inspections conducted annually by RESIG - Redwood Empire School Insurance Group. Approximately 30 days after the conclusion of the inspection, a report is provided with findings. Findings are addressed in a timely matter and signed off.

Hazard Reporting System

It is the responsibility of all employees to report unsafe work conditions and practices to their appropriate supervisor or the DIRECTOR OF M&O. Employees may utilize the District's Online Work Order System to report unsafe work conditions or practices.

Employees may use *the* ***BUSD Online Equipment Repair & Safety Work Order System*** to report unsafe work conditions and practices. Compose an email to ***MOHELP@BUSD.ORG***, the system will automatically create the Work Order (WO).

It is the policy of the BELLEVUE UNION SCHOOL DISTRICT to prohibit employee reprisal for reporting unsafe/unhealthy work conditions and practices. Management personnel who are found in violation of this policy shall be held accountable.

Conversely, employees who have knowledge of an unsafe/unhealthy work condition or practice and who intentionally conceal this information will be in violation of BELLEVUE UNION SCHOOL DISTRICT Schools' policy.

The BELLEVUE UNION SCHOOL DISTRICT is committed to conducting complete and thorough investigations of all reports of hazardous conditions. If conditions are determined to be hazardous, appropriate measures will be taken by the BELLEVUE UNION SCHOOL DISTRICT to correct those conditions.

Hazard Correction

Hazard Correction Responsibilities

The correction of any identified hazards should be conducted immediately. Personnel at all levels of employment have responsibilities in hazard correction. All personnel should have an understanding of their role in hazard correction to effectively eliminate identified hazards.

The Chief Business Official

The CHIEF BUSINESS OFFICIAL is responsible for allocating appropriate resources and funding for the correction of unsafe/unhealthy work conditions or practices.

The Director of M

The DIRECTOR OF M&O is responsible for immediately initiating corrections to any hazard that has come to his/her attention.

Any safety-related work requests should be given the highest priority to ensure prompt correction.

The DIRECTOR OF M&O will follow up on corrective activity for all reports of unsafe or unhealthy conditions.

The Safety Officer

The SAFETY OFFICER will review all reports of unsafe/unhealthy work conditions on a monthly basis to determine the development of any patterns.

Principals and Supervisors

Upon the identification of an unsafe/unhealthy work condition or practice, the Principals and/or Supervisors will initiate the appropriate corrective action by way of a work order or communication with the appropriate department.

Principals and Supervisors are responsible for identifying and controlling access to a hazard and to prevent further danger to employees and the public, as well as notifying the necessary persons responsible for taking required action to correct the hazard.

Principals and Supervisors have the responsibility of investigating and determining the root cause of any unsafe condition. Any source of hazard that is beyond the ability of the Principals and/or Supervisor to correct should be immediately reported to the SAFETY OFFICER.

Principals and Supervisors are also responsible for taking temporary precautions until corrections can be made. Principals and Supervisors shall provide a status report to the SAFETY OFFICER when a temporary correction has been made.

Employees

All Employees are responsible for taking appropriate action to correct unsafe and unhealthy working conditions by immediately notifying appropriate management personnel of the conditions.

Hazard Correction Follow-Up

Whenever any report of an unsafe or unhealthy condition has been made, follow-up is essential to ensure that proper corrections are being or have been made. Persons of responsibility should conduct the necessary follow-up. Persons initiating a Report of Unsafe Condition or Hazard should follow up with their supervisors regarding the status of corrections.

Any unnecessary delays in hazard correction should be investigated by Principals and Supervisors and reported to the SAFETY OFFICER.

In the event an unreasonable delay in correcting safety hazards occurs, the SAFETY OFFICER should inquire with the necessary personnel the status of the work and report any pertinent information back to the Principal and/or Supervisor.

Once a reported hazard has been corrected, Principals and Supervisors should conduct a safety evaluation to ensure that the hazard has been completely eliminated.

Access should only be permitted upon the approval of the persons responsible for the area.

COVID-19

Refer to the Districts “COVID-19 SAFETY PLAN” located in the Appendix

Accident Investigation

Supervisor Accident Investigation

It is the responsibility of the immediate supervisor to investigate all injuries (or near misses) and report on the BELLEVUE UNION SCHOOL DISTRICT Schools' *Supervisor's Report of Injury or Illness.* Supervisors will retain a copy and supply a separate copy to the appropriate department. These reports are subject to review by the SAFETY OFFICER.

Written reports of investigations should be as complete as possible. The most accurate, thorough reports record the sequence of events, noting each event in the order in which it occurred.
A complete, factual report includes information based on these questions:

- WHO was injured and/or WHAT was damaged?
- HOW did the accident happen?
- WHERE and WHEN did it happen?
- WHO saw it happen?
- WHAT persons and/or equipment were involved?
- WHY did the accident happen?
- WHAT could and should have been done to prevent it?
- HOW can similar accidents be avoided in the future?

Procedures for investigating employee injuries include:

1. **Visiting the accident scene as soon as possible.** This will allow the supervisor to see the scene of the accident before any altercations to the scene can be made. It also allows the supervisor to be visible and available to Employees in the area.
2. **Interviewing injured workers and witnesses.** Several points of view may be helpful in determining the actual cause of an accident. Always include statements in the accident investigation report.
3. **Examining the workplace for factors associated with the accident.** It is essential to inspect the scene of the accident to determine if any hazards are present that may cause future accidents.
4. **Determining the cause of the accident.** Understanding the root cause of an accident will allow management to develop measures to prevent similar accidents from recurring. Determining the root cause of an incident may be a difficult or arduous task. A diligent investigation will allow management to understand the root cause.
5. **Taking corrective action to prevent the accident from recurring.** Immediate and complete corrective action is essential.
6. **Documenting the findings and corrective actions taken by completing the Supervisor's Accident Investigation Report.** Attach all necessary information to the investigation report.

Outside Agency Investigation

Serious injuries and fatalities may be investigated by agencies outside of the BELLEVUE UNION SCHOOL DISTRICT in addition to any internal investigation. Insurance agencies, as well as Cal/OSHA, fire departments, law enforcement agencies, and the BELLEVUE UNION SCHOOL DISTRICT attorney may desire to investigate serious accidents and fatalities.

The BELLEVUE UNION SCHOOL DISTRICT will cooperate with and assist outside agencies during the course of these investigations.

Reports to Cal-OSHA

Serious and fatal injuries are to be immediately reported to Cal/OSHA by the SAFETY OFFICER or designee. Immediately means as soon as practically possible but not longer than 8 hours after the BELLEVUE UNION SCHOOL DISTRICT knows or with diligent inquiry would have known of the death, serious injury, or illness. If the BELLEVUE UNION SCHOOL DISTRICT can demonstrate that exigent circumstances exist, the time frame for the report may be made no longer than 24 hours after the incident.

"Serious injury or illness" warranting Cal/OSHA notification means any injury or illness occurring in a place of employment or in connection with any employment that requires inpatient hospitalization, for other than medical observation or diagnostic testing, or in which an employee suffers an amputation, the loss of an eye, or any serious degree of permanent disfigurement, but does not include any injury or illness or death caused by an accident on a public street or highway, unless the accident occurred in a construction zone.

When making such report, the SAFETY OFFICER or designee shall include the following information, if available:

1) The time and date of the accident
2) The BELLEVUE UNION SCHOOL DISTRICT School's name, address, and telephone number
3) The name and job title of the person reporting the accident
4) The address of the site of the accident
5) The name of person to contact at the site of the accident
6) The name(s) and address(es) of any injured employee(s)
7) The nature of the injury
8) The location where injured employee(s) was/were moved to
9) The list and identity of other law enforcement agencies present at the site of the accident
10) A description of the accident and whether the accident scene instrumentality has been altered

Training & Instruction

Training Programs

BUSD IIPP Training Schedule attached to Appedix A

The BELLEVUE UNION SCHOOL DISTRICT is committed to providing all necessary safety training to its employees. Safety training programs are necessary for the BELLEVUE UNION SCHOOL DISTRICT to communicate to employees the hazards associated with their positions and safe work practices necessary to mitigate those hazards.

Training will be communicated through a number of ways: dialog between trainer and trainee, online courses, safety videos, safety literature, hands-on examples, on-the-job training, seminars, and workshops.

Communication during training sessions should be two-way to ensure that employees understand their training and are afforded the opportunity to ask questions to clarify any information they may not understand initially.

The SAFETY OFFICER will periodically review the effectiveness of specific training programs and recommendations will be communicated to the necessary personnel or agencies conducting the training.

Initial Job Instruction

Initial job instruction (or job position safety orientation) refers to the on-the-job training given to new employees to prepare them to do a specific job. It covers such topics as general hazards, cleanliness and housekeeping responsibilities, and appropriate general safety rules. This type of safety training is an initial effort to generally acquaint employees with what they will need to know to perform their new positions safely.

Whether the employee is a new hire or a transfer from area position, safety training is essential.

When Employees move to new occupations, they are confronted with an entirely new workstation and a new set of safety hazards.

Pre-Job Safety Instructions for Hazardous Jobs

For hazardous jobs, it is advisable to cover the major job hazards with pre-job safety instructions. These are overviewed in an employee-specific orientation for hazardous operations. During this orientation, the employee's supervisor will cover specific hazards of the job and necessary precautions.

Information to be included during this type of training should include, but not be limited to:

- Safety equipment and personal protective equipment requirements
- Potential exposure to toxic materials
- Emergency procedures
- Physical hazards associated with the work area

Safety Talks

Planned Safety Talks

Planned safety talks are one of several supervision tools for ongoing safety instructions designed to increase awareness of hazards, safe job procedures, and critical safety rules. These are designed to be short five to ten minute instructional talks between the first line supervisor and one or more employees. The subject of each talk is a specific topic like a safety rule or a particular hazard that is in need of emphasis. Supervisors should conduct these safety talks.

Planned safety talks should be used whenever a new substance, process, procedure, or piece of equipment presenting a new hazard is introduced and whenever a supervisor becomes aware of a new or previously unrecognized hazard. If a new substance, process, procedure or piece of equipment presenting a new hazard is not introduced, supervisors may schedule regular safety talks at a frequency that best suits the operations of the department or affected employees.

Correctional Safety Talks

When an employee is observed working in an unsafe manner, it is the responsibility of the supervisor to correct the employee in a manner appropriate to the facts of the case.

Recordkeeping

There are several forms of documentation that must be retained for recordkeeping purposes:

Safety Evaluation Documentation

- Safety evaluation documentation will be maintained by the SAFETY OFFICER and/or Supervisor
- Safety evaluation documentation should include the name(s) of the person(s) conducting the evaluation
- Safety evaluation documentation should include any unsafe conditions or work practices
- Safety evaluation documentation should include corrective actions
- Safety evaluation documentation should be maintained for less than three (3) years

Safety Training Documentation

- Human Resources or designee and the employee's supervisor will maintain safety training documentation for a period of no less than three (3) years
- Safety training documentation should include the employee's name, training dates, type of training, and training providers
- Safety training documentation should be maintained in the employee's personnel file for the duration of his or her employment

Employee Injury Reports/Supervisor Accident Investigation Reports

- The SAFETY OFFICER will maintain Employee Injury Reports and Supervisor Accident Investigation Reports
- Copies of Employee Injury Reports and Supervisor Accident Investigation Reports will be maintained in the injured employee's workers' compensation file
- Copies of Employee Injury Reports and Supervisor Accident Investigation Reports shall remain in the injured employee's workers' compensation file for the duration of his or her employment

Appendix

Equipment Repair & Safety Work Request Procedures

nline E uipment Repair Safety ork Re uest Procedures

ork rders

The Online Work Order System for Equipment Repair and Safety Work Request is to be filled out if there is equipment/buildings needing repair or a safety hazard that is noticed while on the job. We all have a duty to report any concerns immediately. In order to keep the safest shop and district possible, it is vital that you call your supervisor immediately to report any safety concern and complete the Equipment Repair and Safety Work Request form within 24 hours.

The following steps will explain how to complete the Equipment Repair and Safety Work Request:

1) Email ***MOHELP@BUSD.ORG*** with your Equipment Repair and/or Safety Work Request
2) In ***SUBJECT LINE*** enter: ***School Site / Room or Location / Issue*** *example TM/room22/HVAC not working*
3) Provide information describing the issue any any corrective actions already tried.
4) Slelect the priority of your request
    a. **High** would be marked if the request is for an immediate safety issue and needs to be completed within 24 hours
    b. **Medium** would be marked if the request needs to be completed within the week
    c. **Low** would be marked if the request is a concern but not immediate and can be done as soon as time allows
5) Complete the online Work Order Request and submit. The Director of M&O, Principal, custodians and District maintenance employees will be notified of the issue.

A copy of the completed request will be sent back to the original requestor.

If there is an immediate concern or you feel another employee or student might be harmed, call your supervisor immediately so they can limit access to the area or equipment. Do not leave an area or piece of equipment unsupervised if an immediate danger for a student, employee, or community member. Wait until your supervisor or the site principal gives you instructions to clear the area and or take the equipment out of operation.

Employee First Notice Reporting Process

Employee First Notice Reporting Process

The District will be implementing a new process for reporting work related injuries. Please follow the new process below for all work related injuries or illnesses.

1. Report all on-the-job injuries or illnesses. **Immediately Call RESIG's nurse at 707-836-7457 (the nurse is available to take your call 24 hours a day, 7 days a week)**
2. A Registered Nurse will answer the call, initiate the claim and assist with determining the appropriate medical provider
3. Notify your supervisor immediately. Follow your department procedures
4. You must submit a work status report to your supervisor after you go to a Medical Provider Network (MPN) Clinic or Physician
5. After the initial medical appointment, future appointments should be scheduled not to conflict with your work schedule
6. The Worker's Compensation Claims Administrator is Redwood Empire Schools Insurance Group - RESIG. For follow-up information or questions regarding your claim, call (707) 836-0779
7. LIFE- OR LIMB-THREATENING EMERGENCIES and AFTER HOURS CARE, go to the closest hospital. Follow-up care must be provided by one of the designated providers

Supervisor's Report of Injury or Illness

Bellevue Union School District

SUPERVISOR'S REPORT OF INJURY OR ILLNESS

Return this form and Employee's Report of Injury or Illness to the safety officer

Employee's name _____ Supervisor's name _____

Job Position/Title _____

Date and time of injury or illness _____ Location _____

Task being performed when injury occurred _____

Date and time injury was reported to you _____

Name(s) of witness(es) _____

_____

Accident resulted in: Injury _____ Fatality _____ Property damage _____

First aid given? _____ Medical treatment required? _____ Workdays lost _____

Describe how the injury or illness occurred:

_____

_____

_____

What actions, events, or conditions contributed most directly to this injury or illness?

_____

_____

_____

Could anything be done to prevent occurrence of this type? If so, what?

_____

_____

_____

_____ _____

Signature of Supervisor Date

_____ _____

Signature of Safety Officer Date

Comments:

_____

_____

_____

Supervisor's Injury Follow Up Report

Bellevue Union School District

SUPERVISOR'S INJURY FOLLOW-UP REPORT

Return this form and Employee's Report of Injury or Illness to the departmental safety officer

Employee's name _____ Supervisor's name _____

Job Position/Title _____

Date and time of injury or illness _____ Location _____

Follow-up Action Taken:

Work request submitted? Yes _____ No _____ If yes, Date _____

If yes, describe:

_____

_____

Other follow-up action taken? Yes _____ No _____

If yes, describe:

_____

_____

_____

***District Office Only**

Online training assigned? Yes _____ No _____ If yes, Title of Course _____

Site Evaluation Needed? Yes_____ No _____ If yes, Date Completed_____

_____ _____

Signature of Supervisor Date

_____ _____

Signature of Safety Officer Date

Comments:

_____

_____

_____

Employee's Report of Injury or Illness

Bellevue Union School District

EMPLOYEE'S REPORT OF INJURY OR ILLNESS

Return this form to your supervisor

Employee's name _____

Job Position/Title _____

Shift Start Time _____ Shift End Time _____ Supervisor's name _____

Date and time of injury or illness _____ Location _____

Task being performed when injury occurred _____

Date and time injury or illness reported _____ To whom? _____

Name(s) of witness(es) _____

_____

Describe how the injury or illness occurred:

_____

_____

_____

What part of the body was affected?

_____

Describe the injuries or illness in detail:

_____

_____

_____

_____

Date and time you first sought medical attention:

_____

Name of doctor and/or hospital:

_____

Could anything be done to prevent occurrences of this type? If so, what?

_____

_____

_____

_____ _____

Signature of Employee Date



Heat Illness Prevention Program

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1 Introduction

1.1 Background

California employers with outdoor places of employment must comply with the Heat Illness Prevention Standard - Title 8 California Code of Regulations (T8 CCR) Section 3395. T8 CCR Section 3395 is not intended to supersede or replace the application of T8 CCR 3203 that mandates employers to develop, implement, and maintain an Injury and Illness Prevention Program (IIPP) but rather expand safety measures required to prevent injury due to heat exposure.

1.2 Purpose

This Heat Illness Prevention Program (HIPP) is intended to prevent heat related illness from occurring through education and proper work practices. This program also teaches employees how to recognize the signs and symptoms of heat illness, and how to respond should heat related illness occur. Heat related illness is a serious medical condition that results when the body is unable to cool itself sufficiently through sweating. Both personal and environmental factors can contribute to the likelihood of developing heat related illness which include heat stress, heat exhaustion and ultimately, heat stroke. Heat stroke can be fatal, especially if medical treatment is delayed.

This HIPP is written to comply with California Code of Regulations, Title 8, section 3395, Heat Illness Prevention and applies to all employees who work outdoors, including:

- Grounds staff
- Maintenance staff
- Custodial staff
- Campus supervisors and yard duty staff
- Physical education staff

1.3 Definitions

Acclimatization: means temporary adaptation of the body to work in the heat that occurs gradually when a person is exposed to it. Acclimatization peaks in most people within four to fourteen days of regular work for at least two hours per day in the heat.

Heat Illness: means a serious medical condition resulting from the body's inability to cope with a particular heat load, and includes heat cramps, heat exhaustion, heat syncope and heat stroke.

Heat: means any day in which the predicted high temperature for the day will be at least 80 degrees Fahrenheit and at least ten degrees Fahrenheit higher than the average high daily temperature in the preceding five days.

Environmental Risk Factors for Heat Illness: means working conditions that create the possibility that heat illness could occur, including air temperature, relative humidity, radiant

heat from the sun and other sources, conductive heat sources such as the ground, air movement, workload severity and duration, protective clothing and personal protective equipment worn by employees.

Personal Risk Factors for Heat Illness: means factors such as an individual's age, degree of acclimatization, health, water consumption, alcohol consumption, caffeine consumption, and use of prescription medications that affect the body's water retention or other physiological responses to heat.

Shade: means blockage of direct sunlight. Shade is considered sufficient when objects do not cast a shadow in the area of blocked sunlight. Shade is not adequate when heat in the area of shade defeats the purpose of shade, which is to allow the body to cool. For example, a car sitting in the sun does not provide acceptable shade to a person inside it, unless the car is running with air conditioning. Shade may be provided by any natural or artificial means as long as it does not expose employees to unsafe or unhealthy conditions, or deter or discourage access or use.

Temperature: means the dry bulb temperature in degrees Fahrenheit obtainable by using a thermometer to measure the outdoor temperature in an area where there is no shade. While the temperature measurement must be taken in an area with full sunlight, the bulb or sensor of the thermometer should be shielded while taking the measurement, e.g., with the hand or some other object, from direct contact by sunlight.

2 Management Commitment and Responsibilities

2.1 Management Commitment and Support

The District accepts the responsibility to establish an effective HIPP and to provide safeguards required to ensure safe work conditions for all of its employees. Furthermore, the District will act in the best interest of all employees and respond to unsafe conditions.

All District employees are expected to comply with the District adopted HIPP. Employees must work safely and maintain a safe work environment at all times.

2.2 Program Administrator

The Superintendent or his Designee is the HIPP Administrator. He/she is responsible for the overall implementation and maintenance of the District's HIPP. The Superintendent may assign all or some of the District's HIPP tasks to other District personnel. Nevertheless, the Superintendent remains ultimately responsible for the implementation and maintenance of the District's HIPP.

2.3 Administrators, Managers, Supervisors and Principals

Supervisors of employees who perform outdoor work are responsible for:

2.3.1 Providing the necessary resources to ensure the health and safety of their employees;

2.3.2 Encourage employees to drink water frequently;

2.3.3 Ensure that adequate water and shade are available at the job site when the environmental risk factors for heat illness are present;

2.3.4 Ensure employee compliance with health and safety policies and procedures;

2.3.5 Ensure workplace hazards are identified and controlled;

2.3.6 Ensure employees understand and comply with the requirements of this program;

2.3.7 Develop and implement procedures to comply with the requirement of this program as needed;

2.3.8 Ensure employees have completed documented Heat Illness Prevention training;

2.3.9 Be aware of risk factors that contribute to heat illness;

2.3.10 Reduce the risk of heat illness by taking special precautions when necessary;

2.3.11 Being alert for the signs and symptoms of heat illness in employees;

2.3.12 Allowing employees acclimate to working in hot conditions;

2.3.13 Make sure employees working in hot conditions are accounted for at the end of the work shift.

2.4 Employees

As a condition of employment, employees must exercise due care in the course of their work to prevent heat related injuries to themselves and to their fellow workers and actively contribute to the success of the overall safety program. At minimum, employees must:

2.4.1 Understand and complying with the District health and safety policies and procedures;

2.4.2 Notify their supervisor if they do not fully understand District and/or departmental safety policies and procedures and/or the hazards associated with their job;

2.4.3 Notify their supervisor about any hazardous conditions observed on the worksite;

2.4.4 Inform their supervisors of any factors that may increase their risk of heat related illness;

2.4.5 Report the signs or symptoms of heat illness in themselves, or others, to their supervisor immediately.

2.4.6 Attend all safety training session.

3 Heat Illness & the Types of Heat Stress

There are several types of heat-related illness. The following sections will explain the symptoms, causes and first aid procedures for each type of heat-related illness. All signs or symptoms of heat illness should be reported to a supervisor immediately. If a supervisor observes, or any employee reports, any signs or symptoms of heat illness in an employee, the supervisor shall take immediate action commensurate with the severity of the illness. If the signs or symptoms are indicators of severe heat illness (such as, but not limited to, decreased level of consciousness, staggering, vomiting, disorientation, irrational behavior or

convulsions), emergency response procedures shall be implemented. An employee exhibiting signs or symptoms of heat illness shall be monitored and shall not be left alone or sent home without being offered onsite first aid and/or being provided with emergency medical services.

3.1 Heat Stroke

Heat stroke is the most serious heat-related disorder. It occurs when the body becomes unable to control its temperature; the body's temperature rises rapidly, the sweating mechanism fails, and the body is unable to cool down. When heat stroke occurs, the body temperature can rise to 106 degrees Fahrenheit or higher within 10 to 15 minutes. Heat stroke can cause death or permanent disability if emergency treatment is not given.

3.1.1 Heat Stroke Symptoms:

- Hot, dry skin or profuse sweating
- Reddening of skin
- Altered behavior, person becomes confused, agitated, irritable, etc.
- Rapid and shallow breathing
- Increased heart rate
- Chills
- Throbbing headache
- High body temperature (104 degrees or higher)
- Confusion/dizziness
- Nausea and Vomiting
- Slurred speech

3.1.2 Heat Stroke First Aid:

- Contact emergency medical services and notify supervisor;
- Move the individual to a cool, shaded or air conditioned area;
- Cool the individual using methods such as;
    - Loosening or removing clothing;
    - Soaking their clothes with water;
    - Spraying, sponging, or showering them with water;
    - Fanning their body.

3.2 Heat Exhaustion

Heat exhaustion is the body's response to an excessive loss of water and salt, usually through excessive sweating. Workers most prone to heat exhaustion are those that are elderly, have high blood pressure, and those working in a hot environment.

3.2.1 Heat Exhaustion Symptoms:

- Heavy sweating
- Extreme weakness or fatigue
- Dizziness, confusion

- Nausea
- Clammy, moist skin
- Pale or flushed complexion
- Muscle cramps
- Slightly elevated body temperature
- Fast and shallow breathing

3.2.2 Heat Exhaustion First Aid:

- Move individual to a cool, shaded or air conditioned area and allow them to rest;
- Encourage individual to drink water or other cool, nonalcoholic and non-caffeinated beverages;
- Lie the person down and elevate the legs;
- Cool the individual using methods such as:
  - Loosening or removing clothing;
  - Soaking their clothes with water;
  - Spraying, sponging, or showering them with water;
  - Fanning their body.
- Be prepared to call 911 if no improvement

3.3 Heat Syncope

Heat syncope is a fainting (syncope) episode or dizziness that usually occurs with prolonged standing or sudden rising from a sitting or lying position. Factors that may contribute to heat syncope include dehydration and lack of acclimatization.

3.3.1 Heat Syncope Symptoms:

- Light-headedness
- Dizziness
- Fainting

3.3.2 Heat Syncope First Aid:

- Contact emergency medical services and notify supervisor;
- Have individual sit or lie down in a cool, shaded or air conditioned area and allow them to rest;
- Encourage individual to drink water or other cool, nonalcoholic and non-caffeinated beverages

3.4 Heat Cramps

Heat cramps usually affect workers who sweat a lot during strenuous activity. This sweating depletes the body's salt and moisture levels. Low salt levels in muscles causes painful cramps. Heat cramps may also be a symptom of heat exhaustion.

3.4.1 Heat Cram Symptoms

- Muscle pain or spasms usually in the abdomen, arms, or legs.

3.4.2 Heat Cramp First Aid

- Stop all activity, and sit in a cool place;
- Drink clear juice or a sports beverage;
- Do not return to strenuous work for a few hours after the cramps subside because further exertion may lead to heat exhaustion or heat stroke;
- Seek medical attention if any of the following apply:
  - The worker has heart problems;
  - The worker is on a low-sodium diet;
  - The cramps do not subside within one hour

3.5 Heat Rash

Heat rash occurs when sweat ducts become clogged and the sweat can't get to the surface of the skin. Instead, it becomes trapped beneath the skin's surface causing a mild inflammation or rash.

3.5.1 Heat Rash Symptoms:

- Heat rash looks like a red cluster of pimples or small blisters;
- It is more likely to occur on the neck and upper chest, in the groin, under the breasts, and in elbow creases.

3.5.2 Heat Rash First Aid:

- Work in a cooler, less humid environment when possible;
- Keep the affected area dry;
- Dusting powder may be used to increase comfort.

4 Personal and Environmental Risk Factors

There are a number of factors that can increase the likelihood of an individual experiencing heat related illness. Often heat illness is a result of a combination of environmental and personal risk factors.

4.1 Environmental Risk Factors

Environmental risk factors are working conditions that increase the likelihood of a person experiencing heat related illness. They include:

- Warm temperatures
- High humidity
- Direct exposure to the sun or other heat sources
- Limited air movement

4.2 Personal Risk Factors

Personal factors affect how well an individual responds to heat. They include:

- Age, weight, and physical condition
- Degree of acclimatization

- Consumption of water, alcohol, drugs and caffeine
- Use of medications that affect tolerance to heat

4.3 Job Related Risk Factors

An individual's job duties may increase the likelihood of experiencing heat related illness, such as:

- Physical exertion and duration
- Protective clothing and protective equipment worn by employees

5 Heat Illness Prevention Procedures

The following elements of the BUSD program for heat illness prevention provide specific information for departments and supervisors complying with the program:

5.1 Monitor Weather Conditions

Department and site supervisors are responsible for monitoring weather conditions and scheduling work appropriately. All employees shall be closely observed by a supervisor or designee during a heat wave. Make sure to monitor the weather at the specific location(s) where work activities are occurring. Prior to each workday, have a designated person check the weather forecast in the areas of work activities. The weather can be monitored by using local radio and television stations, websites, and electronic or other devices. The National Weather Service forecasts the temperature in various locations in California. Weather forecasts and information are broadcast on NOAA Weather radio and can be accessed at https://forecast.weather.gov/MapClick.php?lat=38.4127&lon=-122.7412 Weather information can also be accessed at: www.weather.com.

The United States Department of Labor, Occupational Safety and Health Administration (OSHA) provides a Heat Safety Tool that is available for smart phones. The OSHA Heat Safety Tool allows supervisors and workers to calculate the heat index for their worksite, and, based on the heat index, displays a risk level to outdoor workers. Then, supervisors and workers can get reminders about the protective measures that should be taken at that risk level to protect workers from heat-related illness. Supervisors will monitor predicted weather temperatures in advance to know when the temperature is likely to exceed 80 degrees.

5.2 Provisions of Water

Supervisors shall ensure employees have access to potable drinking water at all times. Drinking water shall be fresh, pure, suitably cool, and provided to employees free of charge. The water shall be located as close as practicable to the areas where employees are working.

Where drinking water is not plumbed or otherwise continuously supplied, it shall be provided in sufficient quantity at the beginning of the work shift to provide one quart per employee per hour for drinking for the entire shift.

Custodians and other employees at workers at school sites are encouraged to drink from drinking fountains or water provided in offices. Grounds and Maintenance vehicles will be

equipped with insulated containers to keep water cool and disposable cups for drinking. Employees are encouraged to report to supervisor/designated person low levels or dirty water.

The frequent drinking of water shall be encouraged. The supervisor will provide frequent reminders to employees to drink frequently, and more water breaks will be provided. Water is a key preventive measure to minimize the risk of heat related illnesses. Drinking water is available at no cost to the employees.

Outlets for non-potable water, such as water for landscaping irrigation purposes, are posted in a manner understandable to all employees to indicate that the water is unsafe and is not to be used for drinking.

Drinking water and water dispensers shall meet the following requirements:

- All sources of drinking water shall be maintained in a clean and sanitary condition.
- Potable drinking water dispensers used to provide water to more than one person shall be equipped with a spigot or faucet.
- Any container used to store or dispense drinking water shall be clearly marked as to the nature of its contents and shall not be used for any other purpose.
- Dipping or pouring drinking water from containers, such as barrels, pails or tanks, is prohibited regardless of whether or not the containers are fitted with covers.
- The use of shared cups, glasses or other vessels for drinking purposes is prohibited.
- Non-potable water shall not be used for drinking.
- Outlets for non-potable water shall be posted in a manner understandable to all employees that the water is unsafe for drinking.

5.3 Shade Access and Rest Periods

Employees shall be allowed and encouraged to take a preventative cool-down rest in the shade for a period of no less than five minutes at a time when they feel the need to do so to protect themselves from overheating. An individual employee who takes a preventative cool-down rest (A) shall be monitored and asked if he or she is experiencing symptoms of heat illness; (B) shall be encouraged to remain in the shade; and (C) shall not be ordered back to work until any signs or symptoms of heat illness have abated, but in no event less than 5 minutes in addition to the time needed to access the shade.

5.3.1 Shade

Supervisors shall ensure shade is available to their employees when the temperature exceeds 80°F, and upon employee request when temperatures are below 80°F. When the outdoor temperature in the work area exceeds 80°F, the employer shall have and maintain one or more areas with shade at all times while employees are present that are either open to the air or provided with ventilation or cooling. The amount of shade present shall be at least enough to accommodate the number of employees on recovery or rest periods, so that they can sit in a normal posture fully in the shade without having to be in physical contact with each other. The shade shall be located as close as practicable to the areas where employees are working.

Subject to the same specifications, the amount of shade present during meal periods shall be at least enough to accommodate the number of employees on the meal period who remain onsite.

Shade means blockage of direct sunlight. One indicator that blockage is sufficient is when objects do not cast a shadow in the area of blocked sunlight. Shade is not adequate when heat in the area of shade defeats the purpose of shade, which is to allow the body to cool. For example, a car sitting in the sun does not provide acceptable shade to a person inside it, unless the car is running with air conditioning. Shade may be provided by any natural or artificial means that does not expose employees to unsafe or unhealthy conditions and that does not deter or discourage access or use. Shade is available at all district sites. Employees are encouraged to take breaks in areas of shade and open to the air.

5.3.1.1 Areas of shade include:

- Sides of buildings under roof eves;
- Inside buildings;
- Permanent lunch shade structures;
- Fully-leaved trees (worker makes no shadow)
- Vehicles with air conditioning operating.

Employees are allowed and encouraged to take a preventative cool-down rest in the shade when they feel the need to do so to protect themselves from overheating. Such access to shade is permitted at all times.

5.3.1.2 An individual employee who takes a preventative cool-down rest:

- Will be monitored and asked if he or she is experiencing symptoms of heat illness;
- Will be encouraged to remain in the shade; and
- Will not be ordered back to work until any signs or symptoms of heat illness have abated, but in no event less than 5 minutes in addition to the time needed to access the shade.

If an employee exhibits signs or reports symptoms of heat illness while taking a preventative cool-down rest or during a preventative cool-down rest period, the supervisor will provide appropriate first aid or emergency response according to the Emergency Response section below.

5.4 Acclimatization

Acclimatization is a process by which the body adjusts to increased heat exposure. Employees are more likely to develop heat related illness if they not allowed or encouraged to take it easy when a heat wave strikes, or when they start a new job that exposes them to heat.

Supervisors are required to acclimatize employees and allow time to adapt when temperatures rise suddenly and employee risk for heat illness increase. Acclimatization may also be required for new employees, employees working at temperatures to which they haven't been exposed for several weeks or longer, or employees assigned to new jobs in hot environments.

Generally, about four to fourteen days of daily heat exposure is needed for acclimatization. Heat acclimatization requires a minimum daily heat exposure of about two hours of work. Gradually increase the length of work each day until an appropriate schedule adapted to the required activity level for the work environment is achieved. This will allow the employee to acclimate to conditions of heat while reducing the risk of heat illness.

It should be noted that new employees are among those most at risk of suffering the consequences of inadequate acclimatization. Supervisors with new employees should be extra-vigilant during the acclimatization period, and respond immediately to signs and symptoms of possible heat illness.

5.5 Emergency Procedures

If an employee has any symptoms of heat illness, first-aid procedures should be initiated without delay. Common early signs and symptoms of heat illness include headache, muscle cramps, and unusual fatigue. However, progression to more serious illness can be rapid, and can include loss of consciousness, seizures, mental confusion, unusual behavior, nausea or vomiting, hot dry skin, or unusually profuse sweating.

Any employee exhibiting any of the above-mentioned symptoms requires immediate attention. Even the initial symptoms may indicate serious heat exposure. If medical personnel are not immediately available onsite and serious heat illness is suspected, emergency medical personnel should be immediately contacted and on-site first aid undertaken. No employee with symptoms of possible serious heat illness should be left unattended or sent home without medical assessment and authorization.

If any employee exhibits signs or symptoms of heat stroke emergency medical services must be contacted. Supervisors must be able to provide clear and precise directions to the worksite and should carry cell phones or other means of communication to ensure that emergency services can be called.

5.6 High Heat Procedures

High heat procedures are additional preventative measures that the District will take when the temperature equals or exceeds 95 degrees Fahrenheit. These procedures will include the following to the extent practicable:

5.6.1 Ensuring that effective communication by voice, observation, or electronic means is maintained so that employees at the work site or area can contact a supervisor when necessary. An electronic device, such as a cell phone or radio may be used for the purpose only if reception in the area is reliable.

5.6.2 Observing employees for alertness and signs or symptoms of heat illness. The employer shall ensure effective employee observation/monitoring by implementing one or more of the following:

- Mandatory buddy system
- Regular communication with supervisor such as by radio or cellular phone
- Other effective means of observation

5.6.3 Designating one or more employees on each worksite as authorized to call for emergency medical services and allowing other employees to call for emergency services when no designated employee is available.

5.6.4 Reminding employees throughout the work shift to drink plenty of water.

5.6.5 Pre-shift meetings before the commencement of work to review the high heat procedures, encourage employees to drink plenty of water and remind employees of their right to take a cool-down rest when necessary.

5.7 Training

The District shall provide training for all potentially impacted employees, and their supervisors, working where environmental risk factors for heat illness are present. Training information shall include, but not be limited to:

5.7.1 Environmental and personal risk factors for heat illness.

5.7.2 Procedures for identifying, evaluating, and controlling exposure to environmental risk factors for heat illness.

5.7.3 The importance of frequent consumption of hydrating fluids, up to 1 quart (4 cups of water) per hour, when environmental risk factors for heat illness are present; particularly when employee is excessively sweating during the exposure.

5.7.4 The importance of acclimatization.

5.7.5 Different types of heat illness and the common signs and symptoms of heat illness.

5.7.6 The importance of immediately reporting symptoms or signs of heat illness, in themselves or in co-workers, to their supervisor.

5.7.7 Understanding the procedures for contacting emergency medical services, and if necessary, for transporting employees to a point where they can be reached by emergency medical service.

5.7.8 Procedures for ensuring that, in the event of an emergency, clear and precise direction to the work site can and will be provided to emergency responders.

Supervisors shall receive training on the following topics prior to being assigned to supervise outdoor employees:

5.7.9 The training information required of the employees, detailed above

5.7.10 Procedures supervisors are to follow to implement the provisions of this program

5.7.11 Procedures the supervisor shall follow when an employee exhibits symptoms consistent with possible heat illness, including emergency response procedures

Retraining will be required under any of the following conditions:

5.7.12 Changes in the workplace render previous training obsolete.

5.7.13 Inadequacies in an employee's knowledge of heat illness prevention indicate that the employee has not received the required training.

6 Safety Program Compliance

6.1 Disciplinary System

Failure to comply with the guidelines of the District's HIPP will result in disciplinary actions.

6.1.1 Classified employees – Article 14 of the "California School Employees Association Agreement."

6.1.2 Certificated employees - Administrative Regulation Section 4118.

7 References and Resources

Cal/OSHA Heat Illness Prevention Standard - California Code of Regulations, Title 8, Section 3395, California Department of Industrial Relations (http://www.dir.ca.gov/title8/3395.html)

Cal/OSHA Heat-Related Illness Prevention and Information

(http://www.dir.ca.gov/dosh/heatillnessinfo.html)

Heat Illness Prevention enforcement Q&A

http://www.dir.ca.gov/DOSH/heatIllnessQA.html

Protect Yourself from Heat Illness

http://www.dir.ca.gov/dosh/dosh_publications/HeatIllnessEmployeeEngSpan.pdf

NOAA Heat Wave Resources

(http://www.nws.noaa.gov/om/heat/index.shtml)

NOAA Heat Index Chart

(http://www.nws.noaa.gov/om/heat/heat_index.shtml)

NOAA Weather Information and Forecasting

(http://www.noaa.gov/wx.html)

8 Program Maintenance

The Heat Illness Prevention Program Administrator will periodically review this plan. This person shall verify effective implementation of each element of the Program, make any changes needed and communicate program status and changes made to management and to affected employees.

Bellevue Union School District

COVID-19 Safety Plan (CSP) revised 01/11/23

Board Approved - 01/17/2023

1.Facial Coverings/Other PPE

Policy for Face Coverings: BUSD provides clean, undamaged face coverings and ***strongly recommends*** they are properly worn by employees and students over the nose and mouth when indoors regardless of vaccination status.

The District will follow current state and county guidelines regarding the use of face coverings. Employees and students are encouraged to supply their own masks, however, the District will have disposable face-coverings available if needed for both staff and students.

Face-covering may be removed during breaks, at designated times and in designated areas. Face coverings will not be required while students and staff are actively engaged in eating or drinking. Training will be provided for students and staff in the proper use and etiquette of all face coverings. BUSD will continue to monitor and update requirements for face coverings based on guidance from the County Department of Public Health.

In the event that employees are required to wear face coverings in the workplace they may remove them under the following conditions:

- When an employee is alone in a room or a vehicle
- While eating and drinking at the workplace, provided employees are at least six feet apart and outside air supply to the area, if indoors, has been maximized to the extent feasible.
- Employees/students who cannot wear face coverings due to a medical or mental health condition or disability, or who are hearing-impaired or communicating with a hearing-impaired person. Such employees will wear an effective, non-restrictive alternative, such as a face shield with a drape on the bottom, if their condition permits it.
- Specific tasks that cannot feasibly be performed with a face covering. This exception is limited to the time in which such tasks are being performed.

Types of face coverings allowed (ie: no valves, ≥2 ply, no bandanas, no gaiters, etc): In the event that face masks become required, the specific types of face coverings allowed include N95, KN95, cloth masks, and 2 ply surgical masks. N95 and KN95 masks are recommended. Masks with valves, gaiters, and bandanas will not be allowed.

Availability of Extra Masks: BUSD has acquired many facial coverings including N95, KN95, cloth, and 2 ply disposable surgical masks and maintains a stock on hand. The District has both adult and child sizes of facial covering available. Each site has additional supplies available in each school office. Each classroom will have some child sized disposable masks on hand as well if students need to change masks.

Plan for refusal to wear face coverings:
Should the local health department implement a new mask mandate during the school year, the following is a plan for students who refuse to wear a mask.

If a student refuses to wear a face covering, the following steps will be taken:

1) The teacher will remind the student to put the mask on.
2) The teacher will ask the student to put the mask on and explain reasons for wearing a mask. The teacher will remind the student of the BUSD Agreement .
3) The site administrator/office staff will be notified and work with the student.
4) The parent/caregiver will be contacted to collect their child.
5) Site administrator will work with the student and family about next steps if offenses continue.

See also BUSD Parent/Student Agreement English Updated 08/08/21.

2.Ventilation

Ventilation systems have been checked to be in working order and will be monitored for proper operation. BUSD will continue to replace all Heating, Ventilation & Air Conditioning (HVAC) filters on the regular replacement cycle with MERV-13 filters where applicable. Replacement cycles will be adjusted accordingly based on guidance or need. In addition to HVAC, best practices for classroom and office ventilation are to have windows and doors open to allow air flow to provide as much fresh air as possible.

Air purification systems were purchased and distributed throughout the district in offices, classrooms, and common areas.

3.Healthy Hygiene Practices

Demonstrations may be used to teach and reinforce handwashing with soap and water for at least 20 seconds. Supervision of students may be utilized to reinforce health and safety protocols. Hand hygiene is one of the most simple yet effective actions to prevent the spread of most respiratory viruses. Practicing frequent and proper hand hygiene, which includes the use of alcohol-based hand sanitizer or handwashing with soap and water is a critical practice to reduce the spread of pathogens and prevent infections, including the COVID-19 virus.

A sink with soap and water is available in every classroom, student bathrooms, the staff break room, and staff bathrooms. Students will be encouraged to rub sanitizer into their hands until completely dry. The District provides unscented, ethyl alcohol based hand sanitizers.

Handwashing and hand sanitation will be taught as a priority.

- Teachers and staff will model hand washing for students.
- Students will have access to hand sanitizer and/or sinks with soap and water.
- Hand sanitizer is available at the entry point of each classroom.
- Age-appropriate signage is displayed to remind students to wash their hands.
- A schedule for hand hygiene will be in place. Students will clean/sanitize their hands upon entry to the classroom. Frequent reminders to wash or sanitize hands will be given throughout the day.
- Hand hygiene will be performed prior to and after snack and recess breaks.
- Students will be taught about respiratory etiquette. Students will be reminded to sneeze or cough into their elbow, even while wearing a face covering.
- Students will be encouraged to avoid touching their face, eyes, nose, and mouth.

4. Routine Cleaning and Disinfection

General high-touch surfaces: Disinfecting of high frequency used surfaces and all surfaces are regularly disinfected by our custodial and other staff members with a solution manufactured by Buckeye International, E-23 Disinfectant which has the active ingredients of Quaternary ammonium EPA Registration Number 47371-129 which is confirmed by EPA as a product that meets criteria for use against SARS-CoV-2, the virus that causes COVID-19. When performing this work it is encouraged to use appropriate PPE. Concentrate dilution dispensers with this cleaning solution are installed in every custodial closet throughout our BUSD Campuses. Spray bottles are available for each room throughout our BUSD Campuses.

Classrooms, Bathrooms, & Offices: At a minimum cleaning and disinfecting will be performed within these spaces once per day by the night custodian. It is recommended that if an additional group is scheduled to make use of the room an additional disinfecting of the room occurs before use.

Cafeteria: Tables will be cleaned daily.

Playgrounds: Hand hygiene will be emphasized with all groups to ensure good hygiene.

Hallways: For sites that have indoor hallways, handles and frequently touched surfaces will be cleaned and disinfected

daily.

5.Vaccination & Testing Requirements

District may provide testing to students and staff when symptomatic, as a response to an on-site exposure or outbreak, or upon request. The district accesses testing resources through CDPH and has antigen testing kits on school sites.

There is currently no requirement to test students participating in extracurricular activities. The District may implement testing for extracurricular activities if it is deemed necessary by the local public health agency. Should it become a requirement, students may utilize the testing provided by the District or seek out resources from the county or their healthcare provider. See county testing calendar for dates and locations.

6.Visitors/Volunteers/Vendors

Essential visitor / vendor policy - log-in/out list: Visitors will be asked to follow current protocols established by the District.All visitors must self-screen prior to entering the facility. They should not enter the campus if they have symptoms consistent with COVID-19.

Policy for limiting non-essential visitors: BUSD will continue to offer virtual meeting options for families. Attendance at IEPs, attendance meetings, parent/teacher conferences, 504 meetings, and SST meetings may be held in person or remotely.

Volunteers: Volunteers will need to fill out the volunteer packet and submit all requirements including a COVID-19 vaccination card. Volunteers will be required to self-screen prior to entering the school campus.They should not enter the campus if they have symptoms consistent with COVID-19.

7.Health Screening/Symptom Monitoring/Sick Protocol

Self-Screen Procedure for Staff & Students: Students, staff, visitors, and volunteers will be expected to self-screen at home prior to coming to school or work. Individuals should stay home and call the office or supervisor if they are symptomatic. Symptomatic individuals should test for COVID-19.

Support available for individuals staying home: School site office staff will follow up with families when a student is out sick to determine what support may be necessary. A student or employee who needs to stay home due to illness/isolation requirements will not experience repercussions to employment or his/her grade.

Immediate protocol in case of a sick staff/faculty member: If a staff member becomes ill with symptoms consistent with COVID-19, they will be sent home and recommended they be tested for COVID-19. The site administrator will plan for staff coverage. If a staff member is unable to drive due to illness, the emergency contact is unavailable, and the symptoms are severe, 911 will be called. Severe symptoms include, but are not limited to, trouble breathing, persistent pain, chest pressure, or confusion. The work area or classroom of the COVID-19 positive staff member will be disinfected. Students and/or staff who are in the impacted area will be moved outside or to another location while the area is being disinfected. The staff member will be recommended for testing. For staff who test positive for COVID-19, yet feel well enough to work from home, may work from home if the position/type of work allows and it is approved by both the employee's direct supervisor and the district superintendent.

Screening criteria/procedure onsite for students: Parents will be required to keep symptomatic students with COVID-19 at home. Anyone, staff or student, who shows symptoms of COVID-19 should not enter a BUSD facility.

Immediate protocol in case of a sick student: If a student becomes ill they will be removed from the classroom and sent to the health office. Any students exhibiting symptoms will remain in a care area until they can be picked up by a responsible adult on their emergency contact for or be transported to a healthcare facility if symptoms are severe. If a student becomes sick, the emergency contact is unavailable and the symptoms are severe, 911 will be called. Severe symptoms include, but are not limited to, trouble breathing, persistent pain, chest pressure, or confusion.

Once the sick student has been removed from the classroom, the remaining students and staff will relocate to an outdoor area or the multipurpose room during inclement weather while the impacted classroom is disinfected by custodial staff. Once the room has been aired and disinfected the remainder the students and staff may return to class.

Students will have the opportunity to make up assignments, tests, etcetera. They may be provided classwork through a digital platform or teacher made packet of assignments.

Symptom monitoring procedures throughout the day: Students should self-monitor throughout the day for symptoms of illness. If a student reports feeling ill or exhibits signs and/or symptoms of COVID-19, classroom staff will complete a hall pass with a checklist of symptoms for the office staff, school nurse, or other member of the District medical team to review. Staff will screen the student for symptoms consistent with COVID-19. If the student is symptomatic they will be sent home.

8.Handling of a COVID-19/Symptomatic Individual

Students may be sent to the health office or sit outside if weather permits. PPE is available and includes: N95/KN95 masks, gloves, face shields, additional disposable masks, and disposable gowns. Site staff will ensure the individual is cared for, and call an emergency contact to pick up the student. If a staff member is sick, the site administrator will arrange for coverage and the employee will be sent home.

Protocol for disinfection of contaminated areas: After an individual has been picked up from the office/outdoor area. The area will be ventilated/aired out (if an indoor area) and the custodian will disinfect the isolation area. After the room is disinfected, the room will be aired out again to allow for clearance of any chemicals used in cleaning and disinfecting the space.

Instructions to give ill staff / family of ill child (re: follow-up with PCP, testing guidance): Site based staff may provide follow-up information regarding testing locations/options, recommend they contact their primary care physician, and the return to school criteria.

Plan for testing symptomatic individuals: The District may provide an antigen test that the parent can use to test their child. Parents may also test their child at a clinic, public health testing site or through their primary care physician.

9.Case Reporting, Contact Tracing, & Investigation

Case Reporting: School site staff will report any positive cases who were onsite to the COVID-19 Coordinator or designee. The site staff will collect all pertinent information and submit information to the Coordinator or designee. The case will be reviewed and then reported to public health.

Contact Tracing & Investigation: The District will utilize the "group contact tracing" method available for schools recommended by CDPH and make notifications when needed. The guidance is scenario based and varies depending on factors in each situation. See charts below. These charts were updated on June 9, 2022. The District will make adjustments in protocol as state and local guidance is adjusted.

10.Plans for After an Exposure Event

When someone is confirmed positive for COVID-19 and individuals were exposed onsite.

Designated COVID Coordinator(s) and corresponding duties:
BUSD COVID-19 Coordinator-Tracy Whitaker, M.A., (707) 388-8540, twhitaker@busd.org
Duties include but are not limited to:

- Oversee tasks, requirements, and guidance related to COVID-19
- Support campuses when questions arise regarding protocols, procedures, exposures, etc.
- Coordinate training for staff (such as hygiene, contact tracing, FIT testing, etc.)
- Provide routine reminders of expectations and safe health practices
- Maintain a current knowledge and understanding of CDC, CDPH, and LHD guidelines
- Act as the district liaison to the Sonoma County Public Health Department
- Provide guidance, and follow CDC/LHO recommendations
- Update the Superintendent and School Board as needed

Plan for confirmed COVID-19 case reporting: The COVID-19 Coordinator, School Nurse, or designee will report positive cases to Public Health including name, date of birth, symptoms, date of symptom onset, date of positive test, last days onsite, and which school site. COVID-19 Coordinator, School Nurse, or designee will work collaboratively to provide materials to sites that will support the student/family, provide information, and determine appropriate next steps if needed.

Plan for "Close Contact" identification: The District will use the "group contact tracing" method designed for schools which identifies who shared airspace in a classroom environment.

Plan for Exposure testing for staff: Staff may be tested onsite or seek out testing through the county or physician. Vaccinated staff are not required to be tested, however it will be available to all staff.

Plan for Exposure testing for students: The District will maintain testing supplies on hand to test symptomatic and/or exposed students.

Support for staff in Isolation: Staff will be provided guidance on how to isolate and the importance of it. Staff who have tested positive for COVID-19 and feel well enough to work may do so remotely with approval by both the employee's direct supervisor and the district superintendent. Otherwise, sick leave will be applied.

Support for students in Isolation: Students/families will be provided guidance on how to isolate and the importance of it. Students in isolation may be provided work packets or access to their online class assignment. Otherwise, they will be out sick. Students will be able to make up assignments, tests, etc.

Return to school criteria for COVID-19 positive individual:
COVID-19 cases with COVID-19 symptoms will not return to work/school until all the following have occurred:

- At least 24 hours have passed since a fever of 100.4 or higher has resolved without the use of fever-reducing medications.
- COVID-19 symptoms have improved.
- At least 10 days have passed since COVID-19 symptoms first appeared.
- May return on day 6 or later with a negative antigen test.

COVID-19 cases who tested positive but never developed COVID-19 symptoms may return after day 5 before day 11 with a negative antigen test. COVID-19 tests may be self-administered and self-read only if the following independent verification of the results can be provided by providing a time-stamped photograph of the results. Staff may self-attest using an over the counter antigen test by writing their name and date on test and sending a timestamped, dated photograph to their supervisor.

A negative COVID-19 test will not be required for an employee or student to return to work or school past the 10 day isolation period. A negative test will be required to return prior to the 10 day isolation period.

If an order to isolate or quarantine an employee or student is issued by a local or state health official, the employee or student will not return to campus until the period of isolation or quarantine is completed or the order is lifted. If no period was specified, then the period will be once 10 days have passed from the time the order to isolate was effective.

See Isolation and Quarantine Protocols and the Sonoma County Department of Health Services Scenario-based COVID-19 Guidance below updated 11/09/2022.

Table 1: Persons Who Should Isolate

Persons Who Test Positive for COVID-19 (Isolation)	Recommended Action
Everyone, regardless of vaccination status, previous infection or lack of symptoms.	• Stay home (PDF) for at least 5 days after start of symptoms (or after date of first positive test if there are no symptoms). • Isolation can end after day 5 if symptoms are not present or are resolving AND a diagnostic specimen* collected on day 5 or later tests negative. • If unable to test or choosing not to test, and symptoms are not present or are resolving, isolation can end after day 10. • If fever is present, isolation should be continued until fever resolves. • If symptoms, other than fever, are not resolving, continue to isolate until symptoms are resolving or until after day 10. If symptoms are severe, or if the infected person is at high risk of serious disease, or it they have questions concerning care, infected persons should contact their healthcare provider for available treatments • Per CDPH masking guidance, infected persons should wear a well-fitting mask around others for a total of 10 days, especially in indoor settings. *Antigen test preferred.

Table 2: Close Contacts (No Quarantine)

Persons Who are Exposed to Someone with COVID-19	Recommended Action
Everyone, regardless of vaccination status Persons infected within the prior 30 days do not need to be tested, quarantined, or excluded from work unless symptoms develop.	• Test within 3-5 days after last exposure. • Per CDPH masking guidance, close contacts should wear a well-fitting mask around others for a total of 10 days, especially in indoor settings and when near those at higher risk for severe COVID-19 disease (see masking section below for additional information). • Strongly encouraged to get vaccinated or boosted. • If symptoms develop, test and stay home (see earlier section on symptomatic persons), AND • If test result is positive, follow isolation recommendations above (Table 1).

Managing confirmed or suspected COVID-19 at K–12 schools

What to do if a student has:

COVID-19 symptoms

Has the student had close contact with a person who has COVID-19?

YES → **Send home**. Isolate and get tested (if not tested already) even if vaccinated or recently infected.

NO

Does the student have documentation from a healthcare provider (HCP) for an underlying chronic health condition that matches their symptoms **OR** a negative SARS-CoV-2 test **OR** an HCP confirmed alternate diagnosis?

YES → **Non-COVID-19 illness**. Follow guidelines below for alternate diagnoses.

NO → **Send home**. Isolate and get tested (if not tested already) even if vaccinated or recently infected.

Confirmed COVID-19 (positive test)

Send home. Isolate and get tested (if not tested already) even if vaccinated or recently infected.

Close contact with a COVID-19 case

See section #7 of the K–12 Guidance





Positive or no test: Stay home for at least 5 days after symptoms start (or after positive test if no symptoms). Isolation can end after day 5 **IF** fever-free with no (or resolving) symptoms **AND** a test (antigen preferred) on day 5 or later is negative. If no test or a positive test on day 5 or later, or symptoms not resolving, isolate through day 10, continuing until fever-free.

Negative test or alternate diagnosis (with no previous positive test): May return to in-person instruction if fever-free (no fever for previous 24 hours, without using fever-reducing medication) **AND** other symptoms improving.

For more detailed information and guidelines, see CDPH Schools Guidance and CDPH Isolation & Quarantine Guidance.

Staff and employers are subject to Cal/OSHA COVID-19 ETS or Aerosol Transmissible Diseases standard and should review those requirements.

CDPH California Department of PublicHealth

Visit the interactive version of this document

Outbreak Response Plan

1. BUSD will work closely with SCDHS when an outbreak occurs and follow guidance regarding necessary levels of quarantine/isolation.
2. Notify impacted parents/guardians and school staff if they are considered a close contact or were in a group with a positive case (group contact tracing method) via notification letter specific to the situation and phone call.
3. COVID-19 Coordinator or School Nurse will liaise with (SCDHS) as needed regarding the cluster/outbreak investigation by confirming which sites or classes are impacted and include confirmed cases or symptomatic students and staff members, and if recent events or gatherings involved any cases or symptomatic persons.
4. Arrange for cleaning and disinfection of classrooms or other areas where cases or symptomatic students or staff members spend significant time.
5. Provide notifications to the school community as needed.
6. Review mitigation measures and determine if any additional measures need to be implemented or if reeducation to staff and students is needed.

11.Communication Plans

Provide plan for communications with families and staff after an onsite exposure: In the event of an outbreak, students and families will be notified through BUSD's Blackboard messaging system. Employees impacted by the outbreak will be notified with an exposure notification letter provided by the site administrator. Union representation will be notified Google spreadsheet/email with specific employee exposure information when required by OSHA guidelines. Specific student test results and family situations will be kept confidential.

Link to Notification Templates

12.Staff Training

Provide plan for training staff on new COVID-19 Safety plan: All staff will have an opportunity to review the approved safety plan and participate in an online training module. Information and training will include:

A. The COVID-19 Safety Plan
B. COVID-19, how is spreads, and how to protect themselves and students
C. Hygiene practices, hand washing, hand sanitizing
D. Proper use of face coverings
E. COVID-19 symptoms, and the importance of obtaining a COVID-19 test, and not coming to work if the employee has COVID-19 symptoms. Employees have already received this information, but it will be reviewed by the district prior to students returning to campus.
F. Additionally, all staff will complete a COVID-19 training through Target Solutions online platform. Tracking of the completed training will be done through the district office and the Target Solutions platform.

Provide plan for enforcing COVID-19 Safety plan with staff: Staff will be expected to follow all COVID-19 related safety protocols. The district will utilize HR processes and enforce all established collective bargaining discipline agreements and/or progressive discipline if needed.

Provide a plan to remain current on guidelines and best practices: COVID-19 Coordinator and Superintendent will monitor CDPH, SCDHS, and CDC websites, press releases, new guidance, attend events/webinars provided by SCDHS/SCOE, and update staff as needed. Staff updates tend to occur through email and the district newsletter. In addition, the COVID-19 Coordinator will send out periodic reminders regarding updates, best practices, health and safety, etc.

13.Family Education

Provide plan for educating families on new COVID-19 Safety plan:

The COVID-19 Safety Plan will be posted on the school district website in both English & Spanish. Each parent/guardian will receive the BUSD Parent/Student Agreement outlining expectations and the mask policy for review and signature along with a list of symptoms for pre screening at home before school each day.

Provide plan for enforcing COVID-19 Safety plan with students/families: If students refused to follow the masking protocols (when required by public health), they will be reminded of the BUSD Parent/Student Agreement. If students continue to be disruptive by not following the protocols, progressive discipline and restorative practices will be utilized to help students understand why it's important everyone follows these guidelines. However, if ultimately the student continues to refuse to follow the guidelines, the school will have no choice but to call home and ask a parent or guardian to come pick up the student. If that happens, the student will still be allowed to come back to school the following days; however, if the student continues to violate the Agreement, the site administrator will work with the student and family on next steps if offenses continue. Administration, the student and the parent will meet to discuss this before that happens.

Provide a plan for continuing communication/education as guidelines change: Families are updated via the district newsletter, the Blackboard all call system, and notifications sent home with students.

14.Consultation

Labor organization(s) and date(s) consulted:
(If no labor organization represents staff at the school, please describe the process for consultation with school staff)

For the original CSP board approved on March 9, 2021 the following input from both labor organizations, Bellevue Education Association (BEA) and California School Employees Association, Chapter 501 (CSEA) had been provided in various meetings including; Employee-Employer Relations Committee meetings, The District Strategic Planning Team meetings, COVID-19 MOU and negotiation meetings. In addition, various site level staff meetings have provided input for this plan.

Employee-Employer Relations Committee Meetings
Bellevue Employee Association (BEA):

- October 7, 2020
- November 12, 2020
- December 10, 2020
- January 14, 2021
- February 18, 2021

California School Employees Association (CSEA):

- November 18, 2020
- January 20, 2021
- February 17, 2021

District Strategic Planning Team 2.0 & 2.1 Meetings:

- June 2, 2020
- June 16, 2020
- June 23, 2020
- July 7, 2020
- November 2, 2020
- November 18, 2020

COVID-19 meetings and MOU meetings:
BEA:

- July 8, 2020
- July 17, 2020
- August 3, 2020
- August 19, 2020
- October 29, 2020
- December 7, 2020
- January 15, 2021
- February 18, 2021

CSEA:

- July 6, 2020
- July 15, 2020
- August 13, 2020

- September 18, 2020

Site Level Input:
Bellevue Elementary: Staff Input on Reopening; February 11, 2021
Kawana Springs Elementary: PBIS Committee; February 4, 2021, Classified Staff Input; February 12, 2021, Faculty Input; February 17, 2021
Meadow View: Site Leadership, January 20, 2021, Staff meeting, February 17, 2021
Taylor Mountain Elementary: Site Leadership Meeting: January 21, 2021, Staff Meeting, January 27, 2021, Staff Meeting,
February 3, 2021, Staff Meeting, February 17, 2021
Coffee with the Principal, Friday January 8th, 2021
Coffee with the Principal, Friday February 5, 2021

Parent / Community Organization(s) and date(s) consulted:

Input from our parents and community have been provided in various meetings including:

District Strategic Planning Team 2.0 & 2.1 Meetings:
- June 2, 2020
- June 16, 2020
- June 23, 2020
- July 7, 2020
- November 2, 2020
- November 18, 2020

Monthly Regular and Special Board meetings

Site Level Input:
Bellevue Elementary: Parent Club Meeting; February 12, 2021
Kawana Springs Elementary: ELAC; February February 11, 2021, School Site Council; February 18, 2021
Meadow View: Coffee with the Principal, January 8th, 2021, Coffee with the Principal, February 5, 2021

Other:

In addition, input from other other stakeholders (including mentioned above) have been provided in various meetings including:

Educational Sub-Committee, Tuesday, December 08, 2020
Curriculum Collaborative Committee, Wednesday, December 9, 2020
District-wide Teacher Meeting Thursday, January 14, 2021
Regularly scheduled weekly and special scheduled principal meetings and leadership meetings.

Communication through Weekly District Newsletter and established accordion communication process.

Consultation on revisions for the 2021-2022 School Year:

Revisions to the CSP have been made primarily due to changes in guidance from the California Department of Public Health and Sonoma County Department of Health Services. The District leadership met with BEA on Tuesday, August 31, 2021 to address concerns around COVID and guidance. There has not yet been an opportunity to meet with CSEA.

A COVID-19 update was presented at a Regular Board meeting on August 17, 2021. A Special Board meeting was held on September 2, 2021 to address concerns and review current guidelines.

This document is subject to change as guidance from CDPH and SCDHS adjust to changing conditions.

Consultation on revisions for the 2022-2023 School Year:

A draft of this document was sent to union leadership for both BEA and CSEA for review. District leadership will continue to meet with EERC for both BEA and CSEA and discuss considerations related to COVID-19 as needed.

BUSD IIPP Training Schedule

Schedule		Hosted by		Training Topic
January		Director of Maint. & Ops.		Safe Lifting Practices
Februrary		Director of Maint. & Ops.		Ladder Safety
March		Director of Maint. & Ops.		Maintenance Staff: Knowing your Role in District Safety Plan
		All BUSD Supervisors		Explanation of our Injury Illness Prevention Plan
April		Director of Maint. & Ops.		Personal Protective Equipment use and management
		Director of Maint. & Ops.		Safety Data Sheet Management and Understanding
May		Director of Maint. & Ops.		Electrical Safe Work Practices
June		Director of Maint. & Ops.		Safe Pressure Washing Practices
		Director of Maint. & Ops.		Safe Lifting Practices
July		Director of Maint. & Ops.		Fire Extinguisher Maintenance and Use
		Director of Maint. & Ops.		AED use and Maintenance
August		HR/Target Solutions		Anti-Harassment (Prevention of Sexual Harassment training for staff and supervisors)
		HR/Target Solutions		Child Abuse Mandated Reporter
		HR/Target Solutions		Bloodborne Pathogens Awareness
September		Director of Maint. & Ops.		Asbestos and Lead Safe Work Practices
October		Director of Maint. & Ops.		Ladder Safety
November		Director of Maint. & Ops.		Integrated Pest Management
December		Director of Maint. & Ops.		Natural Gas Leak Detection Investigation and Response

Bellevue Union School District

Agenda Item for Board Meeting of January 16, 2024

Agenda Category: Action

Agenda Item Title: Consider Approval of the 2022-2023 School Accountability Report Cards (SARCs) for Bellevue ES, Kawana Springs ES, Meadow View ES, Taylor Mountain ES

Prepared By: Aracely Romo-Flores, Director of Education Services

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Background:

Since November 1988, state law has required that schools receiving state funding prepare and distribute a School Accountability Report Card (SARC). The purpose of the report card is to provide parents and the community with important information about each school. The SARC captures information about the school such as the school description, parent outreach, test scores, facility reports, and discipline data for the most recently completed school year. A SARC can be an effective way for a school to report its progress in achieving goals.

Once the SARCs are Board approved, this information is then posted publicly to the CDE website and to the BUSD website for that school. Bellevue Union School District must publish the SARC annually for every school in the district by February 1st.

Recommended Action:

Approval of the SARCs for immediate publication.

Supporting Documents:

Bellevue Elementary's SARC
Kawana Springs Elementary's SARC
Meadow View Elementary's SARC
Taylor Mountain Elementary's SARC

Bellevue Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2023-24 School Contact Information

School Name	Bellevue Elementary School
Street	3223 Primrose Ave.
City, State, Zip	Santa Rosa, CA 95407
Phone Number	707.542.5195
Principal	Nina Craig
Email Address	ncraig@busd.org
School Website	busd.org
County-District-School (CDS) Code	49706156051585

2023-24 District Contact Information

District Name	Bellevue Union Elementary School District
Phone Number	707.542.5197
Superintendent	Michael Kellison
Email Address	mkellison@busd.org
District Website	www.busd.org

2023-24 School Description and Mission Statement

Bellevue Elementary School is one of four TK-6 elementary schools in the Bellevue Union School District, nestled in scenic rural southwest Santa Rosa, California. We hold high standards for all our 400 students, both academically and socially. Our staff work collaboratively to create a rich, challenging academic environment and educational program that addresses 21st Century Learning skills and California Common Core Standards for our diverse range of student strengths and needs. Our school community is dedicated to offering music in the form of singing and playing the marimba during the school day. School-wide, we have created a positive school community, that provides our students and staff with a safe, supportive, and responsive environment. Bellevue has a large extended family, and the campus is host to many programs and classrooms that serve our students and their families, including: AmeriCorp/CalSERVES volunteers serving as tutors and after school mentors, a Transitional Kindergarten Program, Move over Mozart, volleyball, and basketball.

Our credentialed staff includes 16 regular education classroom teachers, a Principal, 1 Speech Pathologist, Language and Hearing Specialist, 1 RSP Teacher, 3 Special Day Class Teachers, 1 Psychologist, and 1 Physical Education Teacher. Our support personnel include an Office Manager, an Office Assistant, a Bilingual Family Engagement Facilitator, a part-time Nurse, 9 Special Education Instructional Assistants, 1 Counselor, 5 Literacy Paraprofessionals, 2 Custodians, 2 Kitchen staff, and 7 Student Supervisors. Bellevue Elementary offers before school day care and an after school program through AmeriCorps/CalSERVES. We provide Class Size Reduction (CSR) with class sizes at 24 or lower (on average) in grades TK-3. We have an active parent community dedicated to ensuring our Bellevue students have a high quality and well rounded elementary experience.

Bellevue Elementary School is committed to creating a challenging learning environment where students seek knowledge through inquiry, are motivated to learn, and achieve behavioral and academic goals. Staff make connections with all students and parents and use these relationships to accomplish individual and school-wide goals.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Total Enrollment	417

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.1%
Male	54.9%
Asian	3.8%
Black or African American	0.5%
Hispanic or Latino	86.3%
Native Hawaiian or Pacific Islander	0.7%
Two or More Races	1.9%
White	6.7%
English Learners	58.3%
Foster Youth	0.5%
Homeless	4.1%
Migrant	3.8%
Socioeconomically Disadvantaged	85.9%
Students with Disabilities	14.6%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.00	94.74	65.90	87.76	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	5.26	5.20	6.92	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	4.00	5.32	18854.30	6.86
Total Teaching Positions	19.00	100.00	75.10	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.50	83.78	55.90	76.70	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	1.37	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	7.00	9.60	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1.00	1.37	11953.10	4.28
Unknown	3.00	16.22	8.00	10.97	15831.90	5.67
Total Teaching Positions	18.50	100.00	72.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.8	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	August 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Zaner-Bloser Happily Ever After TK, adopted 2012-2013 McGraw-Hill Wonders Reading and language arts program, adopted 2013-2014	Yes	0

	McGraw-Hill Wonders K-6 Wonder for English Learners, adopted 2020-2021 Writing by Design, adopted 2022-2023 Edmark for students in our K-4 SH SDC classes.		
Mathematics	McGraw-Hill My Math for students in grades Transitional Kindergarten to fifth, adopted 2014-2015 McGraw-Hill Glencoe California Math for students in sixth grade, adopted 2014-2015 McGraw-Hill Number Worlds mathematics program for fifth and sixth grade SDC students, adopted 2014-2015	Yes	0
Science	McGraw-Hill CA Science, adopted 2006-07	Yes	0
History-Social Science	McGraw-Hill Vistas, adopted 2007/2008	Yes	0
Health	Character Strong Social Emotional Learning Program, adopted 2022-2023	Yes	0

School Facility Conditions and Planned Improvements

We have worked diligently to discover the various needs of our campus and have identified several projects that are planned to be addressed during the period of 2019-2024. Projects identified can be found at https://www.busd.org/Page/54 under the heading BUSD 2019 - 2024 Facility Plan.

Year and month of the most recent FIT report	1/5/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	20	31	21	26	47	46
Mathematics (grades 3-8 and 11)	9	24	12	20	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	224	214	95.54	4.46	31.31
Female	108	106	98.15	1.85	35.85
Male	116	108	93.10	6.90	26.85
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	195	185	94.87	5.13	29.19
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	14	14	100.00	0.00	42.86
English Learners	109	99	90.83	9.17	10.10
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	141	135	95.74	4.26	26.67
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	30	30	100.00	0.00	10.00

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	225	223	99.11	0.89	24.22
Female	109	109	100.00	0.00	27.52
Male	116	114	98.28	1.72	21.05
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	196	194	98.98	1.02	20.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	14	14	100.00	0.00	50.00
English Learners	109	107	98.17	1.83	6.54
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	142	141	99.30	0.70	22.70
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	31	31	100.00	0.00	3.23

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	14.89	10.53	10.61	14.69	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	58	57	98.28	1.72	10.53
Female	26	26	100.00	0.00	15.38
Male	32	31	96.88	3.12	6.45
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	47	46	97.87	2.13	4.35
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	28	27	96.43	3.57	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	38	38	100.00	0.00	13.16
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents play an important role in our school community and are formally involved through a myriad of exciting opportunities. We celebrate student successes and we invite parents to attend: monthly Awards Assemblies, Winter Concert, Talent Show, Science Fair, and Kindergarten and 6th Grade Promotion. Parents are also invited to attend monthly Principal Coffee, Read Across America Day, Back to School Night, Open House and various other special assemblies/events and field trips. We offer parenting workshops and evening educational events such as Literacy Night and Math/Science Night. Parents participate in the governance and support of Bellevue Elementary through service on our School Site Council, our Parent Club, the English Language Advisory Committee, and Local Control and Accountability Planning. Parents are also encouraged to volunteer at our school. At Bellevue Elementary School we value our parent community and enjoy working together to benefit our students. All communication home is in both English and Spanish.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	459	449	170	37.9
Female	209	200	73	36.5
Male	250	249	97	39.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	0	0	0.0
Asian	17	16	1	6.3
Black or African American	3	2	1	50.0
Filipino	0	0	0	0.0
Hispanic or Latino	395	388	149	38.4
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	8	8	4	50.0
White	32	32	15	46.9
English Learners	273	268	110	41.0
Foster Youth	6	6	2	33.3
Homeless	25	22	14	63.6
Socioeconomically Disadvantaged	395	386	155	40.2
Students Receiving Migrant Education Services	19	19	3	15.8
Students with Disabilities	76	76	43	56.6

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.37	2.40	0.00	1.18	2.05	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.4	0
Female	0.48	0
Male	4	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.53	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	2.56	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.28	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.63	0

2023-24 School Safety Plan

Our school's Safety Plan assures the safety of students and staff in case of an emergency. Key elements of the plan include disaster procedures, ingress/egress of pupils, parents, and employees, discrimination and harassment policies, and attendance. It also outlines the ability to communicate with the district office and outside agencies for ongoing support services through a strong network of city, county, state and federal communication services. School-wide safety drills are conducted monthly. The School Plan is updated annually with input provided by our School Site Council on January 22, 2024 and approved by the BUSD School Board. School Safety is discussed at the School Site Council meetings, Parent Club meetings, and during Certificated and Classified staff meetings. At Bellevue School we believe that student safety is our highest priority.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		3	
1	21		2	
2	23		2	
3	26		2	
4	30		1	
5	30		1	
6	33			
Other	20	2	3	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	1		
1	25		2	
2	24		2	
3	22		2	
4	28		1	
5	23		2	
6	28		2	
Other	19	2	3	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	417

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$17,404	$7,729	$9,675	$82,607
District	N/A	N/A	$9,675	$81,839
Percent Difference - School Site and District	N/A	N/A	0.0	0.9
State	N/A	N/A	$7,607	$88,288
Percent Difference - School Site and State	N/A	N/A	23.9	-6.6

Fiscal Year 2022-23 Types of Services Funded

Bellevue Elementary School provides students with the following services to support and enhance classroom instruction: Resource Specialist Teacher; Special Day Class Teacher; Literacy Paraprofessionals; Speech, Language and Hearing Specialist, Psychologist, Counselor, Nurse, TK and Kindergarten Instructional Assistants, Special Education Instructional Assistants, and PE Teachers. Additionally, CalSERVES and Americorps tutors serve in our classrooms as instructional tutors and after school support staff.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$55,123	$54,046
Mid-Range Teacher Salary	$78,197	$84,515
Highest Teacher Salary	$107,080	$110,867
Average Principal Salary (Elementary)	$138,570	$136,841
Average Principal Salary (Middle)	$0	$141,477
Average Principal Salary (High)	$0	$137,985
Superintendent Salary	$212,954	$217,473
Percent of Budget for Teacher Salaries	25.37%	32.43%
Percent of Budget for Administrative Salaries	6.52%	5.62%

Professional Development

Ongoing professional development is an important part of improving our school program. The school district and Bellevue School provide professional development targeted to raise student performance. The major improvement efforts during the 2022-23 school year focused on Writing, English Language Development, and Systematic Intervention in Phonics and Phonemes (SIPPS) training. Teachers meet weekly in PLCs and collaboration time to analyze student data, plan instruction and evaluate student learning. Technology training was provided to support principals and teachers in the new data platform, Illuminate. Trauma Informed Practices and Crisis Prevention Institute we additional trainings offered. Many teachers participated in Guided Language Acquisition Development training and Grade Level Collaboration days.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	15	34	38

Kawana Springs Elementary
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2023-24 School Contact Information

School Name	Kawana Springs Elementary
Street	2121 Moraga Dr.
City, State, Zip	Santa Rosa, California 95404
Phone Number	(707) 545-4283
Principal	Denise McCullough
Email Address	dmccullough@busd.org
School Website	https://ks.busd.org/
County-District-School (CDS) Code	49706156051593

2023-24 District Contact Information

District Name	Bellevue Union School District
Phone Number	(707) 542-5197
Superintendent	Michael Kellison
Email Address	mkellison@busd.org
District Website	http://www.busd.org

2023-24 School Description and Mission Statement

Kawana Springs Elementary's mission is to motivate our students to achieve their maximum potential and inspire a love of learning.

We support the Whole Child by ensuring academic and social-emotional success for all students, promoting fluency and literacy in Spanish and English through our Dual Language Immersion program, honoring and celebrating multiculturalism, promoting inclusion and belonging for every child and
providing enrichment programs that enhance the overall educational experience of our students.

Our Dual Immersion program is based on the 3 pillars of Dual Immersion; Biliteracy/Bilingualism, High academic achievement and Sociocultural competence.

We value respect and caring for each other and our environment, teamwork and positive communication, and model our expectations of our students.

We welcome our community to work together with us to achieve our vision.

Kawana Springs Elementary is a TK-6 elementary school, located near the Santa Rosa Fairgrounds. We have a Spanish Dual Immersion program in grades TK-6. We have two Special Day Classes. We have approximately 300 students.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	68
Grade 1	45
Grade 2	39
Grade 3	37
Grade 4	45
Grade 5	37
Grade 6	36
Total Enrollment	307

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.5%
Male	48.5%
American Indian or Alaska Native	1%
Asian	1%
Black or African American	2%
Filipino	0.3%
Hispanic or Latino	85.3%
Two or More Races	1.6%
White	8.8%
English Learners	54.4%
Foster Youth	0.3%
Homeless	0.3%
Migrant	1.6%
Socioeconomically Disadvantaged	68.4%
Students with Disabilities	15.6%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.00	83.33	65.90	87.76	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	11.11	5.20	6.92	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	1.00	5.56	4.00	5.32	18854.30	6.86
Total Teaching Positions	18.00	100.00	75.10	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.00	60.00	55.90	76.70	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	1.37	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.00	26.67	7.00	9.60	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1.00	1.37	11953.10	4.28
Unknown	2.00	13.33	8.00	10.97	15831.90	5.67
Total Teaching Positions	15.00	100.00	72.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	0.00
Misassignments	1.00	4.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.00	4.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.2	30.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.5	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Zaner-Bloser Happily Ever After TK, adopted 2012-2013 McGraw-Hill Wonders, adopted 2013/2014 Maravillas/ Spanish Version of Wonders K-5	Yes	0

	Voyager Passport Language Arts, 5-6 SDC, adopted 2014-2015 McGraw-Hill Wonders for English Learners, K-6, adopted 2020-21		
Mathematics	McGraw-Hill My Math Grade TK-5, adopted 2014/2015 Matematicas/Spanish Version Version of My Math K-5 McGraw-Hill Glencoe CA Math Grade 6, adopted 2014/2015 McGraw-Hill SRA Number Worlds SDC Grades 5-6, adopted 2014-2015	Yes	0
Science	McGraw-Hill CA Science, adopted 2006/2007	Yes	0
History-Social Science	McGraw-Hill Vistas, adopted 2007/2008	Yes	0

School Facility Conditions and Planned Improvements

We have worked diligently to discover the various needs of our campus and have identified several projects that are planned to be addressed during the period of 2019-2024. Projects identified can be found at https://www.busd.org/Page/54 under the heading BUSD 2019 - 2024 Facility Plan.

Year and month of the most recent FIT report	12/28/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		17:00 18:00 19:00 Custodial Closets: School modernization will address defincencies
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			: Custodial Closets: School modernization will address defincencies
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	14	22	21	26	47	46
Mathematics (grades 3-8 and 11)	8	8	12	20	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	149	144	96.64	3.36	22.22
Female	72	69	95.83	4.17	26.09
Male	77	75	97.40	2.60	18.67
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	138	134	97.10	2.90	18.66
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	72	69	95.83	4.17	4.35
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	78	75	96.15	3.85	14.67
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	33	33	100.00	0.00	15.15

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	148	144	97.30	2.70	8.33
Female	72	71	98.61	1.39	4.23
Male	76	73	96.05	3.95	12.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	137	134	97.81	2.19	5.97
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	71	71	100.00	0.00	4.23
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	77	74	96.10	3.90	5.41
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	33	31	93.94	6.06	6.45

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	9.38	20.83	10.61	14.69	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	34	31	91.18	8.82	22.58
Female	17	17	100.00	0.00	35.29
Male	17	14	82.35	17.65	7.14
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	31	28	90.32	9.68	17.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	25	23	92.00	8.00	26.09
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	9	81.82	18.18	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents play an important role in our school community and are involved in Kawana Springs Elementary through La Familia de Kawana Springs, our parent club, the School Site Council, English Language Advisory Committee, District English Language Advisory Committee, Parent Coffee and volunteer opportunities. We strive to increase parent participation by offering family evening and school day events. Some examples are: Walkathon, Fall Costume Parade, Literacy Night, Winter Tree Lighting, STEAM Night, Back to School Night, Title 1 meeting, Open House, Family Picnic, Cougar Fest and more. Our after school program is offered by CalSERVES. All written and verbal communication from the school is translated into both English and Spanish including upcoming events listed on our digital marquee as well as information contained on our school website. We also employ the use of Blackboard, which is a program that allows us to contact our parents via telephone and email and leave pertinent school messages and information. Monthly newsletters and updates are sent out regularly.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	335	324	105	32.4
Female	166	164	46	28.0
Male	169	160	59	36.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	2	66.7
Asian	3	3	0	0.0
Black or African American	7	7	4	57.1
Filipino	1	1	0	0.0
Hispanic or Latino	287	277	91	32.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	5	5	2	40.0
White	29	28	6	21.4
English Learners	188	181	57	31.5
Foster Youth	1	1	0	0.0
Homeless	4	4	2	50.0
Socioeconomically Disadvantaged	236	227	87	38.3
Students Receiving Migrant Education Services	7	7	3	42.9
Students with Disabilities	65	63	24	38.1

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.99	1.19	0.00	1.18	2.05	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.19	0
Female	0.6	0
Male	1.78	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.05	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	1.06	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.69	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.08	0

2023-24 School Safety Plan

Our school's Safety Plan assures the safety of students and staff in case of an emergency. It includes the ability to communicate with the district office and outside agencies for ongoing support services through a strong network of city, county, state and federal communication services. School-wide safety drills are conducted regularly. The School Plan is updated annually and approved by the School Board and School Site Council. School Safety is discussed at the School Site Council meetings, Parent coffee meetings, and during Certificated and Classified staff meetings.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		2	
1	24		2	
2	18	3		
3	23		1	
4	27		1	
5	25		1	
6	27		2	
Other	17	2	2	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		2	
1	21	1	1	
2	21		2	
3	24		2	
4	29		1	
5	33			
6	32		1	
Other	9	2		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	307

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$17,404	$7,729	$9,675	$71,776
District	N/A	N/A	$9,675	$81,839
Percent Difference - School Site and District	N/A	N/A	0.0	-13.1
State	N/A	N/A	$7,607	$88,288
Percent Difference - School Site and State	N/A	N/A	23.9	-20.6

Fiscal Year 2022-23 Types of Services Funded

Ongoing professional development is an important part of improving our school program. Our school district invests heavily in professional development to ensure quality instruction. The school district and Kawana Springs Elementary provide professional development targeted to raise overall student achievement. This year, the district's focus has been on math instructional strategies, PBIS and trauma-informed practices. Dual Immersion teachers at Kawana Springs have also received on site professional development focused on Culturally Responsive Instruction. Primary teachers have participated in training focused on early literacy instruction.

We are fortunate to have the following support personnel; Teacher on Special Assignment who offers Instructional Coaching and professional development for teachers and literacy paraprofessionals; Instructional assistants in our Special Day Classes, 4 bilingual instructional assistants serving students in Transitional Kindergarten and Kindergarten, and five literacy paraprofessionals working in grades K-6, supporting Spanish and English literacy instruction and intervention.

We also have several grants which fund homework support and “Cool School,” our after school reading and homework program which is an intervention for 1st-6th grade students struggling academically.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$55,123	$54,046
Mid-Range Teacher Salary	$78,197	$84,515
Highest Teacher Salary	$107,080	$110,867
Average Principal Salary (Elementary)	$138,570	$136,841
Average Principal Salary (Middle)	$0	$141,477
Average Principal Salary (High)	$0	$137,985
Superintendent Salary	$212,954	$217,473
Percent of Budget for Teacher Salaries	25.37%	32.43%
Percent of Budget for Administrative Salaries	6.52%	5.62%

Professional Development

Ongoing professional development is an important part of improving our school program. Our school district invests heavily in professional development to ensure quality instruction. The school district and Kawana Springs Elementary provide professional development targeted to raise overall student achievement. This year, the district's focus has been on math instructional strategies, PBIS and trauma-informed practices. Dual Immersion teachers at Kawana Springs have also received on site professional development focused on Culturally Responsive Instruction. Primary teachers have participated in training focused on early literacy instruction.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	15	33	38

Meadow View Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2023-24 School Contact Information

School Name	Meadow View Elementary School
Street	2665 Dutton Meadow
City, State, Zip	Santa Rosa, California 95407
Phone Number	(707) 541-3715
Principal	Jean Walker
Email Address	jwalker@busd.org
School Website	busd.org
County-District-School (CDS) Code	49706156115695

2023-24 District Contact Information

District Name	Bellevue Union School District
Phone Number	(707) 542-5197
Superintendent	Michael Kellison
Email Address	mkellison@busd.org
District Website	http://www.busd.org/

2023-24 School Description and Mission Statement

Meadow View Elementary's vision states in partnership with our families and communities we will develop innovative and productive leaders tomorrow through a safe school environment supported by our school's safety plan. There is a firm belief that all students can learn and once individual strengths are identified, we are responsible for providing opportunities for our students to be successful and thus gain in confidence and self-esteem. This year we are focusing on innovative Early Literacy and technology programs. We are also participating in the development of area wide content and performance standards in Language Arts and Writing. In addition, we are fortunate to offer after school clubs and activities for our students some of which include: Volleyball, basketball, Marimba, soccer and weekly piano lessons with Move Over Mozart.

Meadow View's mission is to provide a positive academic learning environment where all students will be empowered to think creatively and critically.

All classroom teachers are fully credentialed. All staff members are dedicated to nurturing the whole child through a high quality core curriculum. Students with special needs have full access to the core curriculum. This curriculum aligns with the California Common Core Standards.

Meadow View is a K-6 elementary school, located in the rural southwest of Santa Rosa. We have approximately 382 students. We have 16 general education teachers, 1 RSP teacher, 2 SDC teachers (1 intern), 5 literacy paraprofessional, 1 newcomer instructional assistant, 4 instructional assistants in TK and Kinder and 6 student supervisors. Many of our students live one or more miles away, and are transported to and from school by bus. Spanish is the primary language of most of our students. Meadow View has a huge extended family, and the campus is host to many programs and classrooms that serve our students and their families, including AmeriCorp/CalSERVES volunteers serving as tutors and after-school teachers. Students in first through sixth grade have 1 to 1 chrome book access; K have 1 to 1 iPad access. All students have access to headphones and a mouse.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	96
Grade 1	50
Grade 2	52
Grade 3	50
Grade 4	51
Grade 5	61
Grade 6	58
Total Enrollment	418

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4%
Male	52.6%
American Indian or Alaska Native	0.5%
Asian	4.1%
Black or African American	1.2%
Filipino	0.2%
Hispanic or Latino	86.1%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	0.7%
White	6.5%
English Learners	62.7%
Foster Youth	0.7%
Homeless	8.4%
Migrant	5.3%
Socioeconomically Disadvantaged	85.6%
Students with Disabilities	15.6%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.90	89.44	65.90	87.76	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	5.28	5.20	6.92	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	1.00	5.28	4.00	5.32	18854.30	6.86
Total Teaching Positions	18.90	100.00	75.10	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.40	83.73	55.90	76.70	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	1.37	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	5.42	7.00	9.60	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	5.42	1.00	1.37	11953.10	4.28
Unknown	1.00	5.42	8.00	10.97	15831.90	5.67
Total Teaching Positions	18.40	100.00	72.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.8	5.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	August 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English Language Arts: TK- Happily Ever After TK McGraw-Hill Wonders K-6, adopted 2013/2014	Yes	0

	Voyager Passport, K-2 SDC, adopted 2014-2015 McGraw-Hill Wonders for English Learners English Language Development Component K-6, adopted 2020-2021		
Mathematics	McGraw-Hill My Math TK-5, adopted 2015-2016 McGraw-Hill Glencoe CA Math Grade 6, adopted 2014-2015. McGraw-Hill SRA Number Worlds SDC K-2, adopted 2014 - 2015	Yes	0
Science	McGraw-Hill CA Science, adopted 2006/2007	Yes	0
History-Social Science	McGraw-Hill Vistas, adopted 2007/2008	Yes	0

School Facility Conditions and Planned Improvements

We have worked diligently to discover the various needs of our campus and have identified several projects that are planned to be addressed during the period of 2019-2024. Projects identified can be found at https://www.busd.org/Page/54 under the heading BUSD 2019 - 2024 Facility Plan.

Year and month of the most recent FIT report	1/5/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	21	21	21	26	47	46
Mathematics (grades 3-8 and 11)	11	21	12	20	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	225	221	98.22	1.78	20.81
Female	98	97	98.98	1.02	23.71
Male	127	124	97.64	2.36	18.55
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	197	195	98.98	1.02	18.46
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	112	109	97.32	2.68	5.50
Foster Youth	--	--	--	--	--
Homeless	22	22	100.00	0.00	22.73
Military	0	0	0	0	0
Socioeconomically Disadvantaged	155	153	98.71	1.29	19.61
Students Receiving Migrant Education Services	11	11	100.00	0.00	18.18
Students with Disabilities	41	41	100.00	0.00	4.88

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	225	224	99.56	0.44	20.98
Female	98	97	98.98	1.02	16.49
Male	127	127	100.00	0.00	24.41
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	197	197	100.00	0.00	18.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	112	112	100.00	0.00	4.46
Foster Youth	--	--	--	--	--
Homeless	22	22	100.00	0.00	18.18
Military	0	0	0	0	0
Socioeconomically Disadvantaged	155	155	100.00	0.00	18.71
Students Receiving Migrant Education Services	11	11	100.00	0.00	27.27
Students with Disabilities	41	41	100.00	0.00	9.76

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	7.14	16.39	10.61	14.69	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	61	61	100.00	0.00	16.39
Female	27	27	100.00	0.00	11.11
Male	34	34	100.00	0.00	20.59
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	54	54	100.00	0.00	14.81
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	28	28	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	39	39	100.00	0.00	10.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents play an important role in our school community and are formally involved in Meadow View Elementary School through our monthly coffee with the Principal, Parent Club, ELAC, School Site Council, and volunteer opportunities. We strive to increase parent participation as well as offering family evening and school day events. We offer educational events such as Halloween Trunk or Treat, Winter Wonderland,Spring dance, Back to School Night, Title I meeting, and Open House. Parents are encouraged to serve as volunteers in classrooms for special school programs and events as well as provide general assistance when needed. Our after-school program is offered by CalSERVES; supports our family programming. All written and verbal communication from the school is translated into both English and Spanish including upcoming events listed on our marquee as well as information contained on our school website. We also employ the use of Blackboard, which is a program that allows us to contact our parents via telephone and email and leave pertinent school messages and information.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	456	440	141	32.0
Female	215	208	61	29.3
Male	241	232	80	34.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	4	3	3	100.0
Asian	20	19	3	15.8
Black or African American	7	7	3	42.9
Filipino	1	1	0	0.0
Hispanic or Latino	388	377	118	31.3
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	3	3	3	100.0
White	31	29	11	37.9
English Learners	284	276	79	28.6
Foster Youth	4	4	1	25.0
Homeless	47	40	8	20.0
Socioeconomically Disadvantaged	395	380	127	33.4
Students Receiving Migrant Education Services	23	23	7	30.4
Students with Disabilities	80	78	27	34.6

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	1.97	0.00	1.18	2.05	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.97	0
Female	1.86	0
Male	2.07	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.8	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	3.23	0
English Learners	0.7	0
Foster Youth	0	0
Homeless	4.26	0
Socioeconomically Disadvantaged	2.03	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.5	0

2023-24 School Safety Plan

Our school's Safety Plan assures the safety of students and staff in case of an emergency. It includes the ability to communicate with the district office and outside agencies for ongoing support services through a strong network of city, county, state and federal communication services. School-wide safety drills are conducted monthly. The School Plan is updated annually and approved by the School Board and School site Council. School Safety is discussed at the School Site Council meetings, Parent coffee meetings, and during Certificated and Classified staff meetings. At Meadow View School we believe that student safety is our highest priority. The School Safety plan was reviewed and approved on January 22, 2024 at the School Site Council meetings (September 18th and November 6th, 2023). As a staff we reviewed and approved the safety plan on December 6, 2023. At our weekly staff meeting we discuss disaster procedures, ingress/egress of pupils, parents and employees, discrimination and harassment policies, and attendance.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		2	
1	20	2		
2	23		2	
3	19	3		
4	26		2	
5	29		2	
6	26		2	
Other	13	2		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		2	
1	25		2	
2	25		2	
3	22		2	
4	30		2	
5	26		2	
6	25		2	
Other	16	2	1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	418

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$17,404	$7,729	$9,675	$85,181
District	N/A	N/A	$9,675	$81,839
Percent Difference - School Site and District	N/A	N/A	0.0	4.0
State	N/A	N/A	$7,607	$88,288
Percent Difference - School Site and State	N/A	N/A	23.9	-3.6

Fiscal Year 2022-23 Types of Services Funded

Meadow View School provides students with the following services to support and enhance classroom instruction; Resource Specialist Teacher; Special Day Class Teacher; Academic Support Coach; Speech, Language and Hearing Specialist; Psychologist; Counselor; Nurse,Special Education Aides; PE teachers for K-6. Literacy Paraprofessionals in each class support instruction in English/Language Arts, and Transitional Kindergarten and Kindergarten aides.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$55,123	$54,046
Mid-Range Teacher Salary	$78,197	$84,515
Highest Teacher Salary	$107,080	$110,867
Average Principal Salary (Elementary)	$138,570	$136,841
Average Principal Salary (Middle)	$0	$141,477
Average Principal Salary (High)	$0	$137,985
Superintendent Salary	$212,954	$217,473
Percent of Budget for Teacher Salaries	25.37%	32.43%
Percent of Budget for Administrative Salaries	6.52%	5.62%

Professional Development

Ongoing professional development is an important part of improving our school program. Our school district invests heavily in professional development offering over 34 opportunities and as a result, our students receive excellent instruction. The school district and Meadow View Elementary provide professional development targeted to raise student performance on the STAR Reading Assessment, CASSPP, and the ELPAC. The major improvement efforts this year have focused on English language development, writing . Math coherence and Guided Language Acquisition Design training. Our district also provides individualized coaching through the use of a consulting teacher, site based TOSAs (teacher on special assignments) and release time to observe in other classrooms for teachers to receive additional professional development and support in individual areas of need. Teachers meet at least weekly in PLCs and collaboration time to analyze student data, plan instruction and evaluate student learning. Technology is used extensively to disaggregate and analyze student data to guide instruction. Additionally, our site has a full time TOSA (teacher on special assignment) and the school district has a full time TOSA (teacher on special assignment) to support teacher professional development in the identified areas of literacy skills, English language development, small group intervention, as well as student achievement.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	15	33	

Taylor Mountain Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2023-24 School Contact Information

School Name	Taylor Mountain Elementary School
Street	1210 East Bellevue Ave.
City, State, Zip	Santa Rosa, CA 95407-2764
Phone Number	(707) 542-3671
Principal	Margaret Jacobson
Email Address	mjacobson@busd.org
School Website	busd.org
County-District-School (CDS) Code	49706150113506

2023-24 District Contact Information

District Name	Bellevue Union School District
Phone Number	(707) 542-5197
Superintendent	Michael Kellison
Email Address	mkellison@busd.org
District Website	www.busd.org

2023-24 School Description and Mission Statement

Taylor Mountain Elementary School, established in 2007, is the newest transitional Kindergarten through Sixth grade elementary school in the Bellevue Union School District. Taylor Mountain Elementary School sits next to an open field, a creek and Taylor Mountain. It is a beautiful school setting in beautiful Sonoma County. The mission statement or 'why' for Taylor Mountain Elementary School and our school community is to give students what they need. The entire staff works diligently to provide support for students both academically and socio-emotionally. Taylor Mountain's goal has been to continue the high academic standards set by the district and establish a sense of community. Taylor Mountain is committed to supporting the students it serves academically, emotionally, and physically in a positive and safe school environment. There is firm belief that all students can learn through identifying individual strengths. We are responsible for providing opportunities for our students to be successful and thus gain in confidence and self-esteem. Collaboration within the community is an essential part of our school. The students at Taylor Mountain are supported academically and behaviorally as well through our after school program, CalSERVES, serving TK Kindergarten-6th grade students. In addition, we are fortunate to offer after school clubs and activities for our students some of which include: Volleyball, basketball, Marimba, weekly piano lessons with Move Over Mozart, and special offerings in collaboration with Sonoma Academy.

Expectations are high for students, staff, and the Taylor Mountain community. The staff collaborates on a weekly basis to plan lessons, analyze student assessments and regroup for instruction. The staff is professional, nurturing, and committed to providing to our students the best education possible. A clearly articulated standards-based curriculum is delivered to all students, thus enabling them to reach their potential. Well-defined goals foster creativity and initiate high academic achievement for all. The extensive use of technology is employed to assist with the dis-aggregation and analysis of student test data to guide instruction. In addition, all instructional staff participate in staff development activities focused on instructional strategies and the analysis of student test data. Taylor Mountain continues to make strides in terms of providing technological access for our students. Students in 1st-6th grade have 1-1 Chromebook access with grades TK-K students having 1:1 iPad access. All students have access to personal headphones and a mouse.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	76
Grade 1	74
Grade 2	53
Grade 3	53
Grade 4	54
Grade 5	65
Grade 6	69
Total Enrollment	444

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.1%
Male	52.9%
American Indian or Alaska Native	1.4%
Asian	3.2%
Black or African American	1.1%
Filipino	1.1%
Hispanic or Latino	82.9%
Native Hawaiian or Pacific Islander	0.9%
Two or More Races	1.4%
White	7%
English Learners	55.2%
Foster Youth	0.5%
Homeless	5.9%
Migrant	0.2%
Socioeconomically Disadvantaged	83.1%
Students with Disabilities	18.9%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.00	83.38	65.90	87.76	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.10	6.20	5.20	6.92	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	2.00	10.42	4.00	5.32	18854.30	6.86
Total Teaching Positions	19.10	100.00	75.10	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.00	84.21	55.90	76.70	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	1.37	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	10.53	7.00	9.60	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1.00	1.37	11953.10	4.28
Unknown	1.00	5.26	8.00	10.97	15831.90	5.67
Total Teaching Positions	19.00	100.00	72.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	1.00
Misassignments	0.20	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.10	2.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.2	5.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.5	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Wonders K-6, adopted 2013/2014 Voyager Passport, K-6 SDC, adopted 2014-2015	Yes	0

	McGraw-Hill Wonders for English Learners K-6, English Language Development, adopted 2020-2o21 SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) TK-6 , adopted 2021-22		
Mathematics	McGraw-Hill My Math K-5 adopted 2014-2015 McGraw-Hill Glencoe CA Math Grade 6, adopted 2014-2015. McGraw-Hill SRA Number Worlds SDC K-6, adopted 2014-2015	Yes	0
Science	McGraw-Hill CA Science adopted 2006/2007	Yes	0
History-Social Science	McGraw-Hill VIstas, adopted 2007/2008	Yes	0

School Facility Conditions and Planned Improvements

Cleanliness and maintenance of facilities are extremely high priorities at our school. In the summer of 2018, the HVAC system was completely replaced allowing for heat and air conditioning in all rooms on campus. There are a few buildings (4) that require shingles where the roof ridgeline exists. These are being replaced.

We have worked diligently to discover the various needs of our campus and have identified several projects that are planned to be addressed during the period of 2019-2024. Projects identified can be found at https://www.busd.org/Page/54 under the heading BUSD 2019 - 2024 Facility Plan.

Year and month of the most recent FIT report	1/5/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	27	28	21	26	47	46
Mathematics (grades 3-8 and 11)	18	22	12	20	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	244	241	98.77	1.23	27.80
Female	120	118	98.33	1.67	28.81
Male	124	123	99.19	0.81	26.83
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	194	192	98.97	1.03	27.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	23	23	100.00	0.00	30.43
English Learners	94	91	96.81	3.19	7.69
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	179	176	98.32	1.68	28.41
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	54	100.00	0.00	3.70

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	243	241	99.18	0.82	22.41
Female	120	119	99.17	0.83	19.33
Male	123	122	99.19	0.81	25.41
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	193	191	98.96	1.04	22.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	23	23	100.00	0.00	21.74
English Learners	93	92	98.92	1.08	4.35
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	178	177	99.44	0.56	20.90
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	54	100.00	0.00	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	11.11	14.49	10.61	14.69	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	69	69	100.00	0.00	14.49
Female	37	37	100.00	0.00	13.51
Male	32	32	100.00	0.00	15.63
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	50	50	100.00	0.00	12.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	26	26	100.00	0.00	3.85
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	52	52	100.00	0.00	13.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	16	100.00	0.00	6.25

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents play an important role in our school community and are formally involved in Taylor Mountain Elementary School through our monthly Principal Coffee events, ELAC, School Site Council and volunteer opportunities. We strive to increase parent participation as well as offering family evening and school day events. We offer community events such as Dia de Los Muertos Fall Festival, Pozole Night, Spring Hawk Fest, Back to School Night , Title I meeting and Open House. Parents are encouraged to serve as volunteers in classrooms for special school programs and events as well as providing general assistance when needed. Our after school program is offered by CalSERVES. All written and verbal communication from the school is translated into both English and Spanish including upcoming events listed on our marquee as well as information contained on our school website. We also employ use of Blackboard, which is a program that allows us to contact our parents via telephone and email and leave pertinent school messages and information.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	477	465	143	30.8
Female	223	221	74	33.5
Male	254	244	69	28.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	6	6	4	66.7
Asian	15	15	2	13.3
Black or African American	8	8	1	12.5
Filipino	5	5	1	20.0
Hispanic or Latino	390	380	110	28.9
Native Hawaiian or Pacific Islander	7	7	3	42.9
Two or More Races	6	6	2	33.3
White	35	33	18	54.5
English Learners	264	259	77	29.7
Foster Youth	3	3	2	66.7
Homeless	30	29	10	34.5
Socioeconomically Disadvantaged	399	389	127	32.6
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	109	109	35	32.1

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.18	2.31	0.00	1.18	2.05	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.31	0
Female	1.79	0
Male	2.76	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.05	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	5.71	0
English Learners	0.76	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.51	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.83	0

2023-24 School Safety Plan

Our school's Safety Plan assures the safety of students and staff in case of an emergency. It includes the ability to communicate with the district office and outside agencies for ongoing support services through a strong network of city, county, state and federal communication services. School-wide safety drills are conducted monthly. The School Plan is updated annually and approved by the School Site Council (January 22, 2024). School Safety is discussed at the School Site Council meetings (September 18 and November 6, 2023) , and during Certificated and Classified staff meetings (Dec. 6, 2023)(weekly) .

At Taylor Mountain School we believe that student safety is our highest priority. Key elements of the plan include emergency disaster procedures, ingress/egress of pupils, parents and employees, discrimination and harassment policies, and attendance.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		2	
1	25		2	
2	21	1	1	
3	21		3	
4	29		2	
5	28		2	
6	30		2	
Other	11	4		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		3	
1	22		2	
2	23		2	
3	25		2	
4	30		2	
5	28		2	
6	30		2	
Other	9	3		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$17,404	$7,729	$9,675	$83,396
District	N/A	N/A	$9,675	$81,839
Percent Difference - School Site and District	N/A	N/A	0.0	1.9
State	N/A	N/A	$7,607	$88,288
Percent Difference - School Site and State	N/A	N/A	23.9	-5.7

Fiscal Year 2022-23 Types of Services Funded

Taylor Mountain Elementary School provides students with the following services to support and enhance classroom instruction: Resource Specialist Teacher; Special Day Class Teacher; Speech, Language and Hearing Specialist; Psychologist; Counselor; Nurse; Literacy paraprofessionals (TK-6th); Special Education Aides, Transitional Kindergarten and kindergarten aides.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$55,123	$54,046
Mid-Range Teacher Salary	$78,197	$84,515
Highest Teacher Salary	$107,080	$110,867
Average Principal Salary (Elementary)	$138,570	$136,841
Average Principal Salary (Middle)	$0	$141,477
Average Principal Salary (High)	$0	$137,985
Superintendent Salary	$212,954	$217,473
Percent of Budget for Teacher Salaries	25.37%	32.43%
Percent of Budget for Administrative Salaries	6.52%	5.62%

Professional Development

Ongoing professional development is an important part of improving our school program. Our school district invests heavily in professional development and as a result our students receive excellent instruction. The school district and Taylor Mountain Elementary provide professional development targeted to raise student performance on the CAASPP, STAR Reading Assessment and the ELPAC. The major improvement efforts this year have focused on English language development, Writing, Math Coherence, and GLAD (Guided Language Acquisition Design) training. Our district also provides individualized coaching through the use of a consulting teacher, site-based teacher on special assignment, and release time to observe in other classrooms for teachers to receive additional professional development and support in individual areas of need. Teachers meet at least weekly in PLCs and collaboration time to analyze student data, plan instruction and evaluate student learning. Technology is used extensively to disaggregate and analyze student data to guide instruction. Additionally, our school site has a full time TOSA (teacher on special assignment) to support teacher professional development in the identified areas of literacy skills, English language development, small group intervention, as well as student achievement.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	15	33	

Bellevue Union School District

Agenda Item for Board Meeting of January 16, 2024

Agenda Category: Action

Agenda Item Title: Memorandum of Understanding (MOU) Between Sonoma County Office of Education and Bellevue Union School District to Provide Funding for GLAD Training, Math Training, and Support

Prepared By: Aracely Romo-Flores, Director of Education Services

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Background:

In 2022 Bellevue Union School District (BUSD) became eligible for differentiated assistance. To be eligible, the same student group must meet the criteria in two different State Priority Areas.

For 2023 differentiated assistance determinations, districts and county offices of education became eligible based on:

- Student group performance in two or more Local Control Funding Formula (LCFF) state priority areas, or
- Performance on local indicators in two or more priority areas, or
- A combination of student group performance in one state priority area and local indicator performance in one different priority area.

Results from the 2022 and 2023 Dashboards are used in differentiated assistance determinations.

BUSD is eligible for technical assistance based on students with disabilities in State Priority Area 4 (Pupil Achievement–ELA/Math) and Area 5 (Pupil Engagement–Chronic Absenteeism).

Education Code Section 52071 and 5 Cal. Code of Regs. Section 15497 provides for a county superintendent of schools to provide technical assistance (also known as "differential assistance") to a school district for support to build the district's capacity to improve student outcomes through the Differentiated Assistance process.

Both the Sonoma County Office of Education and BUSD agree that it is in the best interests of the students they serve to collectively fund GLAD Training, Math Training and Support in the District. To do this, both parties will enter this agreement via the attached Memorandum of Understanding.

Recommended Action:

It is recommended that the Board of Trustees approve the MOU between BUSD and SCOE

Supporting Documents:

Memorandum of Understanding (MOU) between Sonoma County Office of Education (SCOE) and Bellevue Union School District (BUSD)

MEMORANDUM OF UNDERSTANDING BETWEEN
SONOMA OFFICE OF EDUCATION
AND
BELLEVUE UNIFIED SCHOOL DISTRICT
TO PROVIDE FUNDING FOR:
GLAD TRAINING, MATH TRAINING AND SUPPORT

THIS AGREEMENT ("Agreement") is entered into by and between Sonoma County Office of Education ("SCOE") and BELLEVUE Elementary School District ("DISTRICT") (collectively, "Parties"). The parties agree as follows:

1) Intent: The parties understand that Education Code Section 52071 and 5 Cal. Code of Regs. Section 15497 provides for a county superintendent of schools to provide technical assistance (also known as "differential assistance") to a school district for support to build the district's capacity to improve student outcomes through the Differentiated Assistance process. The DISTRICT is eligible for technical assistance based on students with disabilities in State Priority Area 4 (Pupil Achievement–ELA/Math) and Area 5 (Pupil Engagement–Chronic Absenteeism).

   The Parties agree that it is in the best interests of the students they serve to collectively fund a GLAD Training/Math Training and Support in the District. Students will benefit from their teachers being GLAD certified by receiving high-quality instruction to support their acquisition and development of the English language. Students will benefit from a structured and sequenced mathematics curriculum and instructional practices that will connect and build from year to year.

   The Parties enter this Agreement with the understanding that the GLAD Training/Math Training and Support is designed around the timeline as described below. As a component of this understanding, DISTRICT and SCOE agree to meet before March 15th of a given fiscal year to reach a mutual understanding as to the Agreement continuing for the next year. DISTRICT and SCOE further agree that as outlined in the DISTRICT Responsibilities and SCOE Responsibilities sections of this Agreement, if either of the Parties believes the TOSA partnership is not meeting the intended expectations and goals, then either Party may conclude the partnership.

2) Financial Relationship: This Agreement memorializes SCOE's financial commitment to reimburse the DISTRICT a percentage of the DISTRICT's costs.

   SCOE will reimburse the DISTRICT in accordance with the following schedule:

   Total reimbursement from SCOE for the 2023-24 school year not to exceed $133,275.

3) Acknowledgement of Contribution: DISTRICT shall acknowledge SCOE's funding contribution at a regularly scheduled governing board meeting within sixty days of the execution of this Agreement.

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4) Progress Reports: DISTRICT shall regularly report to SCOE the progress two times during the 2023-2024 (on or before February 15, 2024; on or before June 15, 2024) school year and send all reports and other documentation it receives from the work to SCOE. These progress reports shall include attendance, behavior and academic data on an identified group of students for which the district qualifies for DA. Progress reports may also include DISTRICT professional development sessions provided and all other data and reports related to Section 5 below. SCOE may request any other status or other reports at any time, which DISTRICT shall respond to in a timely manner. Any records shall be maintained and stored by DISTRICT as may be required by the Education Code or other legal mandate.

5) DISTRICT's Responsibilities: The DISTRICT is responsible for:
   a) designating a district point of contact for the project
   b) assembling a cross-role team with teachers, site, and district administrator representatives;
   c) meeting regularly with the team, including the SCOE DA team and;
   d) engaging in a cycle of inquiry involving data collection (using metrics determined jointly, including process measures, formative assessments, measures, survey data, and dashboard indicators) and analysis around the impact of the implementation of the theory of action;
   e) reflecting on learning and refining the theory of action based on the analysis of the effectiveness of the implementation of the plan.
   f) Overall, the DISTRICT agrees to make a good faith effort to support and prioritize the work of the GLAD Training/Math Training and Support as outlined in this Agreement.

6) SCOE's Responsibilities: As outlined in Section 2 above, SCOE shall reimburse the DISTRICT for a portion of costs associated with the GLAD Training/Math Training and Support, in an amount not to exceed $133,275, unless this Agreement is amended to reflect a change in the amount.

7) Invoicing: No later than the month of July following the close of a given fiscal year on June 30th, the DISTRICT will invoice SCOE the sum of money owed, as detailed on an official fiscal/payroll report included as an attachment to the invoice, plus any additions to that amount as directed by SCOE. SCOE will reimburse the DISTRICT within thirty (30) calendar days of receipt of a numbered invoice(s). The DISTRICT shall mail invoices, and any other notices, to the following address:

   Sonoma County Office of Education
   Business Services Attn: Tyler Wilcox
   5340 Skylane Blvd.
   Santa Rosa, CA, 95403

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8) Satisfaction of Obligations: Through SCOE's financial commitment to reimburse the DISTRICT a percentage of the DISTRICT's costs for GLAD Training/Math Training and Support , as well as all other services outlined in this Agreement, the DISTRICT agrees that SCOE is satisfying its obligation to directly provide technical assistance pursuant to Education Code Section 52071 and 5 CCR 15497.

9) Mutual Indemnification: To the fullest extent permitted by law, DISTRICT shall defend, indemnify, and hold harmless SCOE, its agents, representatives, officers, employees, trustees, and volunteers from any and all losses, liabilities, claims, suits, and actions of any kind, nature, and description, including, but not limited to, attorneys' fees and costs, that arise out of or result from the exclusive negligent, wrongful or willful acts or omissions of the DISTRICT, its employees, agents, subcontractors, independent contractors, consultants, or other representatives in connection with obligations under this Agreement. In the event any action or proceeding in any forum is brought against the SCOE for any such acts or omissions of the DISTRICT, DISTRICT shall defend the same at DISTRICT's expense.

   To the fullest extent permitted by law, SCOE shall defend, indemnify, and hold harmless DISTRICT, its agents, representatives, officers, employees, trustees, and volunteers from any and all losses, liabilities, claims, suits, and actions of any kind, nature, and description, including, but not limited to, attorneys' fees and costs, that arise out of or result from the exclusive willful acts or willful omissions of SCOE, its employees, agents, subcontractors, independent contractors, consultants, or other representatives in connection with obligations under this agreement. In the event any action or proceeding in any forum is brought against the DISTRICT for any such acts or omissions of SCOE, SCOE shall defend the same at SCOE's expense.

10) Force Majeure: Neither party shall be deemed to be in default of the terms of this Agreement if either party is prevented from performing the terms of this Agreement by causes beyond its control, including without being limited to: acts of God (e.g. natural disasters, earthquakes, tornadoes, floods, epidemics and pandemics); any laws, regulations, or Orders of Local, State or Federal government; or any catastrophe resulting from flood, fire, explosion, or other causes beyond the control of the defaulting party. If any of the stated contingencies occur, the party delayed by force majeure shall give the other party written notice of the cause for the delay as soon as practicable. The party delayed by force majeure shall use reasonable diligence to correct the cause of the delay, if correctable, and if the condition that caused the delay is corrected, the party delayed shall immediately give the other party written notice thereof and shall resume performance of the terms of this Agreement. Neither party shall be liable for any services or costs if the failure to perform the Agreement arises from any of the contingencies listed above.

11) Integration: This Agreement represents the entire understanding of DISTRICT and SCOE as to those matters contained herein and supersedes and cancels any prior oral or written understanding, promises, or representations with respect to those matters covered hereunder. This Agreement may not be modified or altered except in writing and signed

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by both Parties hereto.

12) Severability/Waiver: The unenforceability, invalidity or illegality of any provision(s) of this Agreement shall not render the other provisions unenforceable, invalid, or illegal. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision, whether or not similar, nor shall any such waiver constitute a continuing or subsequent waiver of the same provision. No waiver shall be binding unless executed in writing by the party permitting the waiver.

13) Termination of Agreement: This Agreement may be terminated at any time upon the mutual written agreement of the Parties or by either party with or without cause upon forty-five (45) calendar days' advance written notice to the other party. If SCOE determines a credible claim of misconduct exists against the TOSA that arose while the Teacher-in-Residence was providing Services under this Agreement and that the seriousness of the misconduct requires that the TOSA not continue to provide Services under this Agreement, SCOE may immediately terminate this Agreement upon written notice to DISTRICT.

14) Effective Date and Term: This Agreement shall take effect upon the date when both a representative of SCOE and of DISTRICT shall have executed it. The term of this Agreement shall be from the date of execution by both parties through June 30, 2024. To extend the terms of this Agreement beyond June 30, 2024, the parties must enter into an additional written agreement or amendment.

IN WITNESS WHEREOF, the parties hereto have caused this agreement to be executed by their duly authorized Representatives.

SONOMA COUNTY OFFICE OF EDUCATION
(SCOE)

By: Greg Medici (Dec 15, 2023 08:59 PST)
Greg Medici
SCOE Deputy Superintendent

Date: Dec 15, 2023

BELLEVUE ELEMENTARY SCHOOL DISTRICT
(DISTRICT)

By: Michael Kellison (Dec 15, 2023 08:34 PST)
Michael Kellison
BUSD District Superintendent

Date: Dec 15, 2023

DK

GM

Signature:

Email: dkitamura@scoe.org

Signature: Greg Medici (Dec 13, 2023 16:00 PST)

Email: gmedici@scoe.org

Bellevue Union School District

Agenda Item for Board Meeting

Agenda Category: Review and Action

Agenda Item Title: Williams Quarterly Uniform Complaint Report Summary (October 1 – December 31)

Prepared By: Moriah Hart, Executive Assistant

Background:
This quarterly report is required by Education Code 35186(d): A school district shall report summarized data on the nature and resolution of all complaints on a quarterly basis to the county superintendent of schools and the governing board of the school district. The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of the governing board of the school district. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. The complaints and written responses shall be available as public records.

Recommended Action:
It is recommended that the Board of Trustees approve the Williams Quarterly Uniform Complaint Report Summary (October 1 – December 31)

Supporting Documents:
Williams Quarterly Uniform Complaint Report Summary (October 1 – December 31)

BELLEVUE Union School District

Williams Settlement

Quarterly Uniform Complaint Report Summary

Education Code §35186(d): A school district shall report summarized data on the nature and resolution of all complaints on a quarterly basis to the county superintendent of schools and the governing board of the school district. The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of the governing board of the school district. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. The complaints and written responses shall be available as public records.

Reporting Period:

☐ January 1 – March 31, 2024 ☐ April 1 – June 30, 2024
☐ July 1 – September 30, 2023 X October 1 – December 31, 2023

No complaints were received during the above time period. ☒

If you received any complaints during the above time period, please complete the following table. Enter "0" in any cell that does not apply.

	Complaints Received	Complaints Resolved	Unresolved Complaints
Instructional Materials	0	0	0
Facilities	0	0	0
Teacher Vacancy and/or Mis-assignment	0	0	0
CAHSEE Intensive Instruction and Services	0	0	0
Total	**0**	**0**	**0**

Board meeting date: 01.16.2024
Date sent to County Superintendent of Schools: 01.17.2024
Sonoma County Office of Education
5340 Skylane Blvd.

Santa Rosa, CA 95403

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
2023-2024
December Payroll Totals

Manual Payroll 12/15/2023	
Certificated	670.50
Classified	2,375.84
Total	3,046.34
Regular Payroll 12/28/2023	
Certificated	921,130.44
Classified	471,358.91
Total	1,392,489.35
Supplemental Payroll 1/10/2024	
Certificated	39,278.50
Classified	15,678.26
Total	54,956.76
Total:	1,450,492.45

Checks Dated 12/05/2023 through 01/09/2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1999639	12/06/2023	Emerald LLC	01-5100	Behavior Assistant	8,061.80	
				Behavior Assistant K.M	5,848.30	
				Behavior Assistant L.W	1,398.00	
				Behavior Assistant R.S.V	2,796.00	
				Behavior Assistant: Z Q	5,580.35	
				NPS: B.S.R	101.81	
				OPEN ISA TM: Behavior Assistant	4,287.20	28,073.46
1999640	12/06/2023	Gomez, Maria T	01-5201	Nov Mileage		175.02
1999641	12/06/2023	Aramark Uniform Services	13-5800	OPEN PO: Linen Services CAFE		209.82
1999642	12/06/2023	Buchanan Food Service	13-4710	OPEN PO: TM Food for Food Svc		802.68
1999643	12/06/2023	AT & T	01-5911	Open PO CALNET3		149.45
1999644	12/06/2023	Clover Stornetta Farms Inc	13-4715	KW- Student Milk	283.50	
				MV- Student Milk	234.00	
				TM- Student Milk	417.50	935.00
1999645	12/06/2023	Coastline Distributors, Inc	13-4710	OPEN PO- MV - Fruit & Vegetable	527.75	
				OPEN PO- TM - Fruit & Vegetable	446.65	974.40
1999646	12/06/2023	Friedman's Home Improvement	01-4380	TM: OPEN PO for Supplies		39.76
1999647	12/06/2023	GIRLS ON THE RUN NORTH BAY	01-5800	ELO: Social Emotional & Health Programming		2,800.00
1999648	12/06/2023	Gold Star Foods, Inc.	13-4710	OPEN PO MV Food Supply	2,599.56	
				OPEN PO TM Food Supply	2,804.41	5,403.97
1999649	12/06/2023	Luther Burbank Center	01-5833	Field Trip Performance: Order # 2112129		297.00
1999650	12/06/2023	Office Depot Inc	01-4350	Office Supplies		142.03
1999651	12/06/2023	Marylou Herrera DBA Red Light Learning	01-5803	Translation Services		140.00
1999652	12/06/2023	Renaissance Learning	01-5200	DNA Training		500.00
1999653	12/06/2023	Roberta Jue	01-5100	Speech and Language 2023/2024		6,250.00
1999654	12/06/2023	Sonoma County Office Of Educat ion	01-5200	Multilingual Conference		1,260.00
1999655	12/06/2023	Stephen Nielsen	01-5800	Consulting		360.00
1999656	12/06/2023	Super Duper® Publications	01-4310	Speech Language		461.74
2000525	12/08/2023	Corrales, Erika	01-4397	Food		37.97
2000526	12/08/2023	Jacobson, Margaret	01-4397	Family Night Pozle / Paper Product	191.32	
				Parent Coffee Snacks	43.09	234.41
2000527	12/08/2023	Romo-Flores, Aracely	01-4310	Buidling Thinking Classrooms books	76.40	
			01-4397	3rd Achievement Day	118.89	195.29
2000528	12/08/2023	Gonzalez, Stephanie M	01-5833	Sonoma Childrens Museum Field Trip		484.00
2000529	12/08/2023	RosevilleTermite & Pest Contro l	01-5800	OPEN PO :Pest Management Services		585.00
2000530	12/08/2023	Advanced Security Systems-SR	01-5805	Service Call Repair & Replacement		551.52
2000531	12/08/2023	Aramark Uniform Services	01-4380	OPEN PO: Custodial Linen Services	480.23	

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 12/05/2023 through 01/09/2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
2000531	12/08/2023	Aramark Uniform Services	13-5800	OPEN PO: Linen Services CAFE	22.06	502.29
2000532	12/08/2023	Advanced Reproduction Center	01-4350	Labels		101.57
2000533	12/08/2023	Becoming Independent	01-5800	BUSD Shredding Services		80.00
2000534	12/08/2023	AT & T	01-5911	Open PO CALNET3		12.84
2000535	12/08/2023	Clover Stornetta Farms Inc	13-4715	BV- Student Milk	268.00	
				KW- Student Milk	257.75	
				MV- Student Milk	200.00	
				TM- Student Milk	233.00	958.75
2000536	12/08/2023	Crisp Imaging	01-5840	Scanning		8,901.38
2000537	12/08/2023	Aeries Software	01-4340	Communications		7,100.00
2000538	12/08/2023	Emerald LLC	01-5100	Behavior Support C.R		5,300.75
2000539	12/08/2023	Fishman Supply Co	01-4350	Copy Paper	1,042.14	
			01-4370	M&O: Custodial Supplies @ ELC	330.37	
				M&O; Custodial Supplies @ KW	1,604.42	2,976.93
2000540	12/08/2023	Friedman's Home Improvement	01-4380	Open PO General Dist Maint		246.03
2000541	12/08/2023	Gopher	01-5200	PE Teachers		4,199.00
2000542	12/08/2023	Hardware Tech Inc.	01-4380	Open PO- Maint Service all sites		505.00
2000543	12/08/2023	Home Depot USA INC	01-4380	OPEN PO: Maintenance & Supplies		183.54
2000544	12/08/2023	Kenneth Charles Schwinn	01-5800	Home Study Teaching		2,500.00
2000545	12/08/2023	Maria Gabriela Porter	01-5100	Speech Services: Preschool		14,199.22
2000546	12/08/2023	Ninyo & Moore Consultants	21-6200	Re: R230167 Change Order		22,366.00
2000547	12/08/2023	Pace Supply Corp Cust #02188-00	01-4380	Open PO-Pace Supply		90.15
2000548	12/08/2023	Play Marimba Program LLC	01-5800	Art, Music Program		163,960.00
2000549	12/08/2023	Thomsen Inspection Services	21-6200	Demolition & Construction		14,160.00
2000550	12/08/2023	Santa Rosa City Schools	01-5100	A. C School Year 2022-23		45,000.00
2000551	12/08/2023	Sierra School Eq Co.	25-6200	Partition		3,363.50
2000552	12/08/2023	Snoopy's Home Ice	01-5833	Field Trip : Snoopy Home Ice		300.00
2000553	12/08/2023	Sonoma County Regional Parks	01-5833	Field Trip		25.00
2000554	12/08/2023	Scott David Perkins	13-4710	Fruit purchases		308.00
2000555	12/08/2023	US Bank Equipment Finance	01-4344	Contract Number : 500-0683047-000		2,388.25
2000556	12/08/2023	West County Transportation	01-5833	Field Trip # 31209	214.08	
				Field Trip # 31423	137.28	351.36
2001221	12/13/2023	Ameriflex	01-5860	DO: FSA Admin Fee 6 Employees		340.00
2001222	12/13/2023	Aramark Uniform Services	13-5800	OPEN PO: Linen Services CAFE		117.81
2001223	12/13/2023	Buchanan Food Service	13-4710	OPEN PO :-BV Food SVC		668.85
2001224	12/13/2023	California's Valued Trust	01-9578	DEC 2023		198,145.78
2001225	12/13/2023	Clover Stornetta Farms Inc	13-4715	BV- Student Milk	267.50	

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 12/05/2023 through 01/09/2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
2001225	12/13/2023	Clover Stornetta Farms Inc		KW- Student Milk	499.50	
				MV- Student Milk	268.00	
				TM- Student Milk	533.00	1,568.00
2001226	12/13/2023	Cypress School	01-5100	NPS: T. B		9,908.26
2001227	12/13/2023	Discount School Supply	01-4350	Library		902.34
2001228	12/13/2023	Friedman's Home Improvement	01-4380	Open PO General Dist Maint		31.46
2001229	12/13/2023	Frontline Technologies	01-5840	Time & Attendance		600.00
2001230	12/13/2023	Gold Star Foods, Inc.	13-4710	OPEN PO BV Food Supply	5,750.07	
				OPEN PO MV Food Supply	2,507.89	
				OPEN PO TM Food Supply	3,084.90	11,342.86
2001231	12/13/2023	Kaplan Early Learning Co.	01-4310	Glad Curriculum		9,173.98
2001232	12/13/2023	Language People	01-5803	OPEN PO Interpreting services		430.13
2001233	12/13/2023	Lozano Smith, LLP	01-5823	Open PO-Legal Fees 2023/2024		790.00
2001234	12/13/2023	Nemesis Fire	01-5800	OPEN PO: Fire Sprinkler & hydrant Testing		440.00
2001235	12/13/2023	Office Depot Inc	01-4310	K-1 Classroom Supplies		422.71
2001236	12/13/2023	Redwood Pediatric Therapy Asso	01-5100	Occupational & Physical 2023/2024		18,872.73
2001237	12/13/2023	Revolution Foods PBC	13-5100	Meals 2023/2024		55,332.80
2001238	12/13/2023	Roy's Sewer Service Inc	01-5800	OPEN PO: Sewer & Storm		2,000.00
2001239	12/13/2023	School Specialty LLC	01-4310	Classroom Supplies	122.49	
				Glad Curriculum	3,163.76	
				PE Supplies	373.47	3,659.72
2001240	12/13/2023	Sonoma County Office Of Educat ion	01-4350	Student Permanent Files		542.50
2001241	12/13/2023	SHI International Corp	01-4342	Software Subscription		7,173.60
2001242	12/13/2023	SLP Toolkit	01-4310	Speech Therapy(1-24 license End 08/27/2025		1,075.00
2001243	12/13/2023	TTF Solutions, LLC	01-5100	Behavior Services 2023/2024	4,640.00	
				Speech & School Psych Services	6,149.50	10,789.50
2001244	12/13/2023	Scott David Perkins	13-4710	Fruit purchases		704.00
2001245	12/13/2023	US Bank	01-5800	District Credit Card	2,367.28	
			21-6200	Soccer Goals	2,831.89	5,199.17
2001246	12/13/2023	Verizon	01-4344	OPEN PO: Support Internet Service		266.07
2001247	12/13/2023	West County Transportation	01-5833	Field Trip # 32032		179.72
2002054	12/15/2023	Corwin, Karen L	01-5833	LBC Show Posada 12/08/23		492.00
2002055	12/15/2023	Maram-Mccullough, Denise	01-4390	Classroom / Student Supplies Dinosaur	14.19	
			01-4397	Donuts TK/K & Coffee Tour	64.62	
				Staff Apprciation Materials & Food	97.59	176.40
2002056	12/15/2023	Jacobson, Margaret	01-5800	TM Parents Event & Drink Dispenser		168.44
2002057	12/15/2023	Romo-Flores, Aracely	01-4340	Various dates for CANVA 07-11/2023	64.95	

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Checks Dated 12/05/2023 through 01/09/2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
2002057	12/15/2023	Romo-Flores, Aracely	01-4397	Glad Training	748.70	813.65
2002058	12/15/2023	Kesler, Ritamary	13-4390	Cafe Supplies		75.80
2002059	12/15/2023	Green, Ryan K	01-5200	CITE - Sheraton Hotel		536.84
2002060	12/15/2023	Kellison, Michael J	01-4397	Board Dinner/ BreakfastLeadership/Cookies		204.55
2002061	12/15/2023	Jereb, Billie Joe	01-4380	Lights for KS		689.63
2002062	12/15/2023	Campbell, Melanie	01-4310	Classroom Rug		595.00
2002063	12/15/2023	RosevilleTermite & Pest Contro l	01-5800	OPEN PO :Pest Management Services		780.00
2002064	12/15/2023	Aramark Uniform Services	01-4380	OPEN PO: Custodial Linen Services		733.22
2002065	12/15/2023	ATDLE	01-5200	Consultant Services		6,536.56
2002066	12/15/2023	August- Jaye Construction	21-6200	BUSD Portable Building Repairs		113,007.16
2002067	12/15/2023	AT & T	01-5911	Open PO CALNET3		31.02
2002068	12/15/2023	Clover Stornetta Farms Inc	13-4715	BV- Student Milk	184.00	
				KW- Student Milk	22.06	
				MV- Student Milk	284.50	490.56
2002069	12/15/2023	Discovery Office Systems	01-4344	DO: Service Contract all sites 2023/2024		6,557.72
2002070	12/15/2023	Gold Star Foods, Inc.	13-4710	OPEN PO TM Food Supply		1,990.22
2002071	12/15/2023	Great America Financial Svcs	01-5950	OPEN PO-Postbase 45 mail machine		136.56
2002072	12/15/2023	Hardware Tech Inc.	01-4380	Open PO- Maint Service all sites		40.00
2002073	12/15/2023	Home Depot USA INC	01-4380	OPEN PO: Maintenance & Supplies		290.11
2002074	12/15/2023	Kelli Richardson	01-4310	Demonstration lessons TK & K, 1st		15,225.00
2002075	12/15/2023	Lozano Smith, LLP	01-5823	Open PO-Legal Fees 2023/2024		125.00
2002076	12/15/2023	PG&E	01-5520	Open PO -PG & E 2023/2024		1,600.94
2002077	12/15/2023	Regina Rosenzweig	01-4310	GLAD Training		15,225.00
2002078	12/15/2023	Scott David Perkins	13-4710	Fruit purchases		176.00
2002079	12/15/2023	US Bank	01-5800	District Credit Card	723.56	
				Reconsolidation Credit Card	21,442.98	22,166.54
2002080	12/15/2023	US Bank Equipment Finance	01-4344	Contract Number : 500-0683047-000		2,546.67
2002081	12/15/2023	Westminster Woods Camp and Conference Center	01-5833	6th grade camp: Contract # 346953		10,306.00
2002596	12/20/2023	Andrew DeVendy	01-5800	SoundTrap US Inc Invoice		1,689.00
2002597	12/20/2023	Craig, Nina S	01-4390	Students Incentives	50.73	
			01-4397	Staff Food	350.42	401.15
2002598	12/20/2023	Jaimes Perez, Lucelene	01-4397	Food		71.13
2002599	12/20/2023	Flores Casares, Amy	01-5201	Mileage Reimbursement		64.39
2002600	12/20/2023	Pelot, Nora K	01-4310	Pack of Mechanical Pencils	27.11	
				Students Books	47.68	74.79
2002601	12/20/2023	Ameriflex	Cancelled	DO: FSA Admin Fee 6 Employees		280.00 *

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Checks Dated 12/05/2023 through 01/09/2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
		Cancelled on 01/04/2024				
2002602	12/20/2023	Applied Signs	21-6200	Logo		8,347.50
2002603	12/20/2023	Aramark Uniform Services	13-5800	OPEN PO: Linen Services CAFE		117.81
2002604	12/20/2023	Advanced Reproduction Center	01-5832	Open PO-ARC- Copies 2023/2024		1,301.46
2002605	12/20/2023	AT&T Mobility	01-5911	Open PO for Emergency Phone # 8341		255.33
2002606	12/20/2023	Buchanan Food Service	13-4710	OPEN PO: MV Food for Food Svc		885.00
2002607	12/20/2023	Charles Schulz Museum	01-5833	Field Trip: Order Number # 10755251		94.00
2002608	12/20/2023	City Of Santa Rosa Alarm Progr am	01-5805	M&O Burglary Alarm Fee		15.00
2002609	12/20/2023	Clover Stornetta Farms Inc	13-4715	BV- Student Milk	233.50	
				KW- Student Milk	600.00	
				MV- Student Milk	132.00	
				TM- Student Milk	401.00	1,366.50
2002610	12/20/2023	Coggins Fence & Supply Inc.	21-6200	Ornamental Iron Fence & Gates		43,191.08
2002611	12/20/2023	Department Of Justice Accounting Office Cashier Unit	01-5862	Open PO for DO- Fingerprinting		666.00
2002612	12/20/2023	Discovery Office Systems	01-4344	Open PO: Service & Supplies		719.52
2002613	12/20/2023	Maria R Turner	01-5100	Psychological Services & Assessment		39,110.00
2002614	12/20/2023	Fishman Supply Co	01-4370	M&O: Custodial Supplies @ ELC	661.74	
			01-4390	Baby Wipes & Kleenex	736.48	1,398.22
2002615	12/20/2023	Friedman's Home Improvement	01-4380	Open PO General Dist Maint		29.06
2002616	12/20/2023	Gold Star Foods, Inc.	13-4710	OPEN PO MV Food Supply		3,100.20
2002617	12/20/2023	Home Depot USA INC	01-4380	OPEN PO: Maintenance & Supplies		177.94
2002618	12/20/2023	McGraw-Hill School Education Holdings, LLC	01-4310	Math		2,373.71
2002619	12/20/2023	SPARK Creativity LLC	01-5800	Music, Art & District wide		26,550.00
2002620	12/20/2023	Office Depot Inc	01-4350	OPEN PO- District Office Supplies		59.46
2002621	12/20/2023	Recology Sonoma Marin	01-5560	BUS BARN: -Garage	662.70	
				KW/ELC- Garage & Recycling	2,106.28	
				MV: Garage & Recycling Pick up	1,668.48	
				TM- Garage & Recycling	1,991.74	6,429.20
2002622	12/20/2023	RGM Kramer Inc	21-6200	Ball Wall Project	555.59	
				Exterior Freezer Project	185.00	740.59
2002623	12/20/2023	School Specialty LLC	01-4310	Classroom Supplies	259.36	
				Classroom Supplies (TOSH)	61.76	321.12
2002624	12/20/2023	Total School Solutions	01-9510	Accounting Support		3,187.50
2002625	12/20/2023	Scott David Perkins	13-4710	Fruit purchases		176.00
2002626	12/20/2023	West County Transportation	01-5833	Field Trip # 31286	229.90	
				Field Trip # 31895	179.53	

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Checks Dated 12/05/2023 through 01/09/2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
2002626	12/20/2023	West County Transportation		Field Trip # 31936	634.15	
				Field Trip # 32010	161.31	1,204.89
2003582	12/27/2023	Craig, Nina S	01-4310	Heggerty		207.38
2003583	12/27/2023	Gomez, Maria T	01-5201	Dec 2023 Mileage		108.34
2003584	12/27/2023	Maram-Mccullough, Denise	01-4390	Craft Supplies for Winter Family Event		64.39
2003585	12/27/2023	Romo-Flores, Aracely	01-4397	FEF & ED Leadership Meeting		33.73
2003586	12/27/2023	Rivera, Griselda	01-4390	Supplies & Craftr Tree Lighting Event		36.97
2003587	12/27/2023	Aramark Uniform Services	01-4380	OPEN PO: Custodial Linen Services		270.08
2003588	12/27/2023	Culligan of Sonoma County	01-4390	OPEN PO :Drinking Water 5 Gallon		68.45
2003589	12/27/2023	Fishman Supply Co	01-4370	M&0: Custodial Supplies@BV	1,353.28	
				M&O: Custodial Supplies @ TM	1,770.39	3,123.67
2003590	12/27/2023	Friedman's Home Improvement	01-4380	Open PO General Dist Maint		35.21
2003591	12/27/2023	Sally J Yates dba Kids Hear	01-5800	School Nursing 2023/2024		10,700.00
2003592	12/27/2023	North Bay Children's Center	12-5100	CSPP CDE Pre School		106,133.95
2003593	12/27/2023	Santa Rosa, City Of	01-5530	Open PO for Water bill BV	923.72	
				Open PO for Water bill KW	2,772.99	
				Open PO for Water bill MV & LC	1,342.65	
				Open PO for Water bill TM	1,057.85	6,097.21
2003594	12/27/2023	TTF Solutions, LLC	01-5100	Behavior Services 2023/2024	3,712.00	
				Speech & School Psych Services	7,872.00	11,584.00
2003595	12/27/2023	Stephen Nielsen	01-5800	Consulting		757.50
2003596	12/27/2023	TCG Admin FBO Bellevue USD	01-5860	403/Calstrs fees		78.00
2003597	12/27/2023	Mulligan-Hirsch, Susan E	01-4397	food		21.98
2003598	12/27/2023	ALan S Cox Ameriprints	01-5862	OPEN PO: FingerPrint Service		280.00
2003599	12/27/2023	California Dept Of Education	01-5821	Unexpended Funds Return Title II Part A FY2020		4,865.00
2003600	12/27/2023	DHCS	01-5800	DHCS Audit of FY2016: NPI # 1326436874		6,367.00
2003601	12/27/2023	Emerald LLC	01-5100	Behavior Assistant	8,795.75	
				Behavior Assistant F.G	1,001.90	
				Behavior Assistant R.S.V	2,947.45	
				Behavior Assistant: Z Q	6,174.50	
				Behavior Support C.R	5,859.95	
				NPS: K.M	314.55	
				OPEN ISA TM: Behavior Assistant	6,174.50	31,268.60
2003602	12/27/2023	Kenneth Charles Schwinn	01-5800	Home Study Teaching		2,500.00
2003603	12/27/2023	Lattice Educational Services	01-5100	NPS: J.C		21,368.96
2003604	12/27/2023	Maria Gabriela Porter	01-5100	Speech Services: Preschool		13,184.99
2003605	12/27/2023	Paradigm Healthcare Services	01-5800	Medi-Cal Billing		1,097.94

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Checks Dated 12/05/2023 through 01/09/2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
2003606	12/27/2023	Plumfield Academy	01-5100	NPS : G.V		4,209.44
2003607	12/27/2023	Roberta Jue	01-5100	Speech and Language 2023/2024		4,750.00
2003608	12/27/2023	TTF Solutions, LLC	01-5100	Behavior Services 2023/2024	4,640.00	
				Speech & School Psych Services	8,085.00	12,725.00
2003609	12/27/2023	TCG Admin FBO Bellevue USD	01-5860	403/Calstrs fees: Aug Payroll		76.00
2004762	01/05/2024	Advantage Marketing	01-5832	Promoting TK-K		3,999.63
2004763	01/05/2024	Aramark Uniform Services	01-4380	OPEN PO: Custodial Linen Services	141.00	
			13-5800	OPEN PO: Linen Services CAFE	139.87	280.87
2004764	01/05/2024	Buchanan Food Service	13-4710	OPEN PO: TM Food for Food Svc		711.37
2004765	01/05/2024	AT & T	01-5911	Open PO CALNET3		343.38
2004766	01/05/2024	Clover Stornetta Farms Inc	13-4715	BV- Student Milk	418.50	
				KW- Student Milk	231.00	
				MV- Student Milk	747.50	
				TM- Student Milk	383.50	1,780.50
2004767	01/05/2024	Discovery Office Systems	01-4344	Open PO: Service & Supplies		2,022.04
2004768	01/05/2024	Estrellita	01-4390	Fugaces Teacher Bundle		280.06
2004769	01/05/2024	TIAA Bank	01-4344	DO:Agreement For SF-5130 Account # 20415329-1		303.58
2004770	01/05/2024	FedEx	01-5950	DO: Fedex Shipments		109.50
2004771	01/05/2024	Fishman Supply Co	01-4370	M&O; Custodial Supplies @ MV		4,242.85
2004772	01/05/2024	Friedman's Home Improvement	01-4380	Open PO General Dist Maint		263.28
2004773	01/05/2024	Gold Star Foods, Inc.	13-4710	OPEN PO BV Food Supply	148.35	
				OPEN PO MV Food Supply	3,006.33	
				OPEN PO TM Food Supply	2,838.55	5,993.23
2004774	01/05/2024	Home Depot USA INC	01-4380	OPEN PO: Maintenance & Supplies		1,080.79
2004775	01/05/2024	Lockbox Bartley Pump PMLLC	01-5800	Open PO -Bartley Pump		840.00
2004776	01/05/2024	Recology Sonoma Marin	01-5560	BUS BARN: -Garage		896.03
2004777	01/05/2024	Marylou Herrera DBA Red Light Learning	01-5803	Translation Services		140.00
2004778	01/05/2024	Roy's Sewer Service Inc	01-5800	OPEN PO: Sewer & Storm		450.00
2004779	01/05/2024	Santa Rosa, City Of	01-5530	Open PO for Water bill MV & LC		120.00
2004780	01/05/2024	School Life, a division of imagestuff.com	01-4310	Supplies		99.18
2004781	01/05/2024	Stout's Heating & AC	21-6200	AC Pressure switch		2,312.00
2004782	01/05/2024	WEX BANK	01-4362	OPEN PO : Fuel Card		119.20
				Total Number of Checks	**185**	**1,306,334.49**

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Checks Dated 12/05/2023 through 01/09/2024

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount

	Count	Amount
Cancel	1	280.00
Net Issue		1,306,054.49

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	150	893,248.76
12	Child Development Fund	1	106,133.95
13	Cafeteria Fund	27	96,352.06
21	Building Fund	8	206,956.22
25	Capital Facilities Fund	1	3,363.50
	Total Number of Checks	**184**	1,306,054.49
	Less Unpaid Tax Liability		.00
	Net (Check Amount)		**1,306,054.49**

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
January 16, 2024

8. Consent Calendar

8.1. Contracts
- 8.1.1. King Consulting, Demographic Analysis
- 8.1.2. Food Recovery Agreement with Sonoma Food Runners

8.2. Board Meeting Minutes
- 8.2.1. Regular Board Meeting Minutes December 12, 2023
- 8.2.2. Special Board Meeting Minutes December 20, 2023

8.3. Acknowledge and Accept Grants/Donations
- 8.3.1. Costco: $30, Kawana Springs Winter Celebration
- 8.3.2. Home depot: 4 boxes of lights, Kawana Springs Winter Celebration
- 8.3.3. Friedmans: $200 gift card, Kawana Springs Winter Celebration
- 8.3.4. Trader Joes: 20 bags of corn, Kawana Springs Winter Celebration
- 8.3.5. Lolas: Esquite toppings, Kawana Springs Winter Celebration
- 8.3.6. Amazon: $52 credit, Kawana Springs Winter Celebration
- 8.3.7. Chef store: discount/gift card, Kawana Springs Winter Celebration

8.4. Interdistricts 2023-24

8.5. Interdistricts 2024-25

8.6. 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.

KING
CONSULTING

Proposal:

Demographic Analysis

Prepared for:

Bellevue Union School District

Attention:

Chris Kim
Chief Business Official
ckim@busd.org
707-542-5197 Ext 8

Primary Contact:

Jamie King-Iseman
President
jamie@kinginc.com
916-706-3538

Experience and Qualifications

King Consulting is an established and recognized school facility planning firm. We offer a wide array of services to assist school districts of all sizes across California and the nation with their school planning needs and funding opportunities.

Our work includes the completion of long-range master plans, boundary studies, demographic studies, enrollment projection studies, developer fee justification studies (both Level I and Level II), developer mitigation, and State/Local/Federal eligibility and funding applications. For the past 25 years, King Consulting has worked with clients throughout California and the nation.

Our professional, enthusiastic staff has over 80 years of combined experience. We are a small firm, with only highly experienced staff who excel in their specific areas of expertise. Our combined experience has resulted in our firm's ability to adhere to timelines and organize projects so that the client's needs are exceedingly met. While we specialize in managing and summarizing complex data analyses, we pride ourselves on our unique ability to disseminate the information to our clients and their stakeholders. We are always excited for the opportunity to meet in person or over the phone to clearly explain anything needed to our clients' staff, school board, and community. Our clients receive information within a broader context that includes full narrative explanations that school district staff and school board members repeatedly reference throughout the year.

While we excel in all areas of school facility planning, we are most proud of the lasting relationships we form with our clients. We care about our school districts, and we get to know them intimately through the course of our work. For this reason, so many of our clients work with us year after year. King Consulting digs deeper and tries harder in every aspect of our work because we become personally invested in the districts with whom we work.

Thank you for the opportunity to submit this proposal.

Scope of Services

Preparation of a comprehensive Demographic Analysis will provide the District with pertinent information related to current and potential residential development within its boundaries, and the effects this development will have on the District. Components of the analysis include a comprehensive review of current and historical student population trends, community and general population demographic trends, land use and planning policies, student generation rates, residential development impact, a spatial analysis of the student population, 7-year enrollment projections by school and grade level (including a breakout of the students generated by new development), and a facility capacity and utilization analysis.

The specific components included in the report are detailed below.

COMPONENT A: COMMUNITY DEMOGRAPHICS

King Consulting will analyze the current demographic trends within the District boundaries, the communities served by the District, the County, and the State of California that affect district enrollments. Specific information will include:

- A multivariable review of historical student enrollments;
- An identification of local, County, and State population trends in order to provide a report on the reasons for changing populations within the District;
- A review of private and charter (County and District) school historical enrollments, identifying trends in comparison to the public school enrollments within the District;
- Analysis and report of community/neighborhood dynamics that have contributed to population changes and demographic shifts in the District;
- Preparation of maps and reports to demonstrate findings.

COMPONENT B: STUDENT GENERATION STUDY

This component will analyze the number of students generated by both new residential construction and housing turnover. Student generation rates will be analyzed to evaluate the future impact of anticipated local housing trends. Specific information will include:

- Preparation of student generation rates for all recently constructed units by grade level, by housing type (i.e. single-family detached, single-family attached, multi-family, or affordable), and by attendance boundary. King Consulting will utilize real estate records and the District's student address database to prepare the rates;
- Preparation of student generation rates for all recently sold units ("housing turnover") by grade level, by housing type (i.e. single-family detached, single-family attached, multi-family, or affordable), and by attendance boundary. King Consulting will utilize real estate records and the District's student address database to prepare the rates;
- Preparation of maps and reports to demonstrate findings.

Continued on Next Page

COMPONENT C: LAND USE AND DEVELOPMENT

King Consulting will identify current and anticipated land use plans and policies, and their potential effects on the District. City and County planning agencies within District boundaries will be contacted to provide specific information including, but not limited to, tract numbers, developer contacts, current and proposed development and build-out of same. Land use and development will be analyzed by school boundary to evaluate the future impact of anticipated housing trends. Specific information will include:

- A review and analysis of all relevant land use plans and information that may affect development patterns in the District, including interviews with all relevant planning agencies;
- Preparation of a database of all planned development over the next five (5) years, including tract numbers, number of units, expected build-out and a timetable demonstrating student generation rates and total number of projected students for each development at specific grade levels by attendance boundary;
- A locational analysis of all vacant land which may be developed, current zoning, and potential use, including major development constraints and construction timetables;
- Georeferencing of all residential development information to a GIS map;
- Preparation of maps and reports to demonstrate findings.

COMPONENT D: ENROLLMENT PROJECTIONS

To develop 7-year enrollment projections for the District's enrollment, King Consulting will analyze enrollment trends, local births, student migration trends, and anticipated residential development. Specific steps will include:

- Research of historical enrollment;
- Comprehensive review of historical student cohort progression patterns;
- Preparation of 7-year enrollment projections. The projections will be grade- and school-specific;
- Using current zoning, build-out potential, and absorption schedules for residential development, along with student generation rates, projections of students generated from new development will be calculated and included in the enrollment projections;
- An analysis of projection sensitivity, identifying District policies, community trends, or events which may cause projections to deviate from the moderate projection. A high and low enrollment projection will also be included;
- A discussion of enrollment projection methodology and supporting documentation;
- Preparation of reports and maps to demonstrate findings.

Continued on next page

COMPONENT E: SPATIAL ANALYSIS

A key component of the Demographic Analysis is utilizing a District-specific Geographic Information System (GIS) to spatially analyze the District and its communities. Specific steps will include:

- Preparation of the District-specific GIS. Layers to be included are:
    - Basemap data (roads, water bodies, district boundary, parcels, etc.);
    - School boundaries;
    - Geocoded current year of student data (including addresses, school of residence, school of attendance, ethnicity, special programs, and other pertinent district student attributes);
    - District-owned properties;
    - Current and planned residential development;
    - Land use/zoning;
    - Other pertinent geographic data;
- Preparation of reports and maps for the current school year to demonstrate the compilation of student population by grade level, ethnicity, socioeconomics, and enrollment in special programs;
- Preparation of reports and maps demonstrating inter-district and intra-district transfer students, e.g. school of attendance vs. school of residence;
    - Preparation of attendance matrices to demonstrate all school-to-school transfers and relevant statistics in one table.

COMPONENT F: FACILITY CAPACITY ANALYSIS

The analysis will assess the District's facilities to verify current school capacities, both for facilities purposes and to meet program needs. King Consulting will provide a target and a maximum loading by school site and program. The specific steps of Component F will include:

- An inventory of all District classrooms, including analysis of the number and percentage of portable and permanent classrooms by site and program;
- An evaluation of the District's pupil capacity including a comparison of classroom capacities and constraints to projected increased/decreased enrollment. Capacities will be based on both local and state class size standards;
- Class size reduction capacities and special program needs will be included in facility assessment;
- A review of the District's current facilities, calculating capacities of both open and leased school sites, acreages of sites, and analyzing all sites for potential expansion or alternative uses by District. Potential location for new sites may also be identified;
- Evaluation of the District's ancillary facilities such as cafeterias, libraries, gymnasiums, etc.

Consulting Fees

For services outlined in this Proposal the District shall pay King Consulting at the rate of $205 per hour not to exceed $16,400 (80 hours). King Consulting will provide services as needed and requested by the District. Services will be documented and invoiced on a monthly or on a percentage of completion basis.

Additional Considerations

King Consulting shall be reimbursed as follows:

1. Work done after the completion of all components outlined in this agreement shall be billed at $205 per hour.
2. Mileage shall be reimbursed for all meetings at the standard mileage rate for the current year as determined by the IRS.
3. Reproduction of documents shall be the responsibility of the District. If the District chooses, King Consulting will provide duplicating services on an actual cost basis.
4. Telephone and any express mail expenses will be documented and reimbursed to King Consulting.

VALIDITY PERIOD

The quoted price and services outlined in this contract are valid for a period of 60 days from the date of issuance. Any acceptance of this proposal beyond the specified validity period may result in a reevaluation of the pricing and services offered. Both parties acknowledge and agree that any changes to the scope of work, market conditions, or other relevant factors may necessitate adjustments to the terms outlined herein after the expiration of the 60-day validity period.

Signatures

This Agreement is between the Bellevue Union School District and King Consulting.



Chris Kim
Chief Business Official
Bellevue Union School District

Jamie King-Iseman
President
King Consulting

12/18/2023

Date

Date

Food Recovery Agreement
between
SONOMA Food Runners (SFR)
and

This Agreement is dated January 1, 24 **, 20__ between the Parties to this Agreement, SONOMA Food Runners (SFR) and** Bellevue Union School District **(Commercial Edible Food Generator). The Commercial Edible Food Generator. wishes to provide its surplus edible food, to SFR pursuant to the terms of this Agreement.**

Section 1: Food Donation Guidelines

1.1 Accepted Foods: Unserved professionally prepared food: dry goods, and produce.

1.2 Foods Not Accepted for Donation or Collection: Dented cans, moldy produce, outdated beyond edible date items, or buffet food.

1.3 Conditions for Refusal
SFR reserves the right to refuse food at any time if it meets the conditions for refusal. Conditions for refusal of food include but are not limited to food safety concerns or improper storage,

Section 2: Food Safety Requirements and Protocols

2.1 Both SFR and Commercial Edible Food Generator.
will maintain compliance with all federal, State, and local regulations for safe food handling and food safety recordkeeping requirements prior to and during transportation, storage, and handling.

2.2 The Commercial Edible Food Generator will maintain all licenses and permits required by the State of California and any other governmental authorities, including, without limitation, local and municipal governmental authorities, to operate a food establishment in accordance with the services provided by Commercial Edible Food Generator.

2.3 In the event of a food recall, Commercial Edible Food Generator will notify SFR of the specifics of the recall.
All food advisories, warnings, and recalls, including voluntary recalls, must be handled in compliance with all issued local, State, and federal instructions.

3: Transportation

3.1 Provisions related to pick up, transport, and delivery of collected and donated food will be within food handling and safety requirements.

3.2 Missed or Delayed Pick-ups
In the event of a delayed collection or delivery outside of the drop off window, SFR will contact the recipient as soon as possible to notify them of the delay. If the delay cannot be accommodated (for example, delay results in a delivery after hours), the Commercial Edible Food Generator will retain possession of the food and maintain safe storage and handling of the food until the delivery/collection can be rescheduled.

3.3 In the event that the Commercial Edible Food Generator does not have food available for the scheduled pick-up day the Commercial Edible Food Generator will notify SFR as soon as possible.

4. Additional donations accepted are food related items or other agreed upon items to reduce waste ending up in the landfill and/or to contribute to the betterment of the community.

5. Financial Donation Contributions in lieu of fee for service

In fulfillment of the services provided in this Agreement, there is no required fee for service. SFR welcomes monthly or annual contributions to ensure our continuing operation. .
Financial contributions to SFR in the amount of $_____, on a monthly basis or annual basis *make this service possible.*
Upon receipt of the financial donation, SFR will prepare a donation receipt and submit to the Commercial Edible Food Generator by email to _____.

6. Terms and Conditions:

6.1 This Agreement shall become effective when it has been executed by all of the Parties to this Agreement.
6.2 This Agreement shall continue in full force and effect until terminated by either Party. Either Party may terminate this Agreement, with or without cause, upon written notice to the other Party with 30-day notice to the other Party.

6.3 Automatic renewal

This Agreement will automatically renew each _____ for an additional _____ unless either party notifies the other in writing, no later than _____before the end of the current term, of its decision not to renew.

7. This Agreement shall be governed by and construed in accordance with the laws of the State of California and applicable federal law, including, without limitation, the Bill Emerson Good Samaritan Food Donation Act and the California Good Samaritan Food Donation Act). Both the Commercial Edible Food Generator. and SFR are familiar with the Good Samaritan laws referenced in this subsection that limit liability to gross negligence and intentional misconduct.

8• Insurance

Each of the Parties shall, at the signing of this Agreement, provide third party liability insurance covering all of its activities.

9. Signatures

The undersigned hereby agree to the terms of this Agreement:

Signed: _____ Date: _____
Name of Signatory_____
Title of Signatory_____
Commercial Edible Food Generator _____

Signed: _____ Date: _____
Name of Signatory _____
Title of Signatory _____
SFR- SONOMA Food Runners

BUSD December 12, 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 5:31 pm by Adele Walker, Trustee, in person at the Bellevue Union School District Office.

   1.1. Call To Order 5:31 P.M.

2. Board Annual Reorganization:
   - 2.1. Designation of Board President: Adele Walker
     Per the BUSD Governance Handbook, the Vice President Becomes the President (the outgoing President becomes a Trustee, the Trustee becomes the Alternate Representative & the Alternate Representative becomes the Representative)
   - 2.2. Designation of Vice President/Clerk: Jamie Padilla
     Per the BUSD Governance Handbook, the Representative Becomes the Vice President
   - 2.3. Designation of District Superintendent as Board Secretary: Michael Kellison
     Per the BUSD Governance Handbook, the Superintendent Serves as permanent Secretary
   - 2.4. Designation of Monthly Meeting Location: District Office
     Board meetings are typically held at the BUSD District Office unless a larger meeting space is requested, in which case it is held at Taylor Mountain
   - 2.5. Selection of District Representative: Irene Rosario and Alternate: Nikigiovonie Rogers to fill vacancies on the Sonoma County Committee on School District Organization
     Per SCOE: The county committee must have 11 members who are elected by a "voting representative" from each district. In Sonoma County, this election takes place by absentee ballot. Voting representatives do not have additional duties. The Board will select one trustee to represent the District in this role.

3. Public Comment on Closed Session Agenda N/A

4. Adjourn to Closed session 5:33 P.M.

   4.1. Closed Session Agenda
   - 4.1.1. Public Employment Performance Evaluation §54957
     Title: Superintendent
   - 4.1.2. Conference with Legal Counsel-Existing Litigation pursuant to Govt. Code section §54956.9(d)(1)
     Name of Cases:
     DE v. Bellevue Union School District; Sonoma Superior Court, Case No. SCV-269166
     LT v. Bellevue Union School District; Sonoma Superior Court, Case No. SCV-269516
   - 4.1.3. Conference with Labor Negotiator §54957.6
     Agency Designated Representative: Michael Kellison, Superintendent
     Employee Organization: Bellevue Education Association (BEA), Classified School Employees Association (CSEA) Chapter 501

5. Reconvene to Open Session 6:35 P.M.

5.1. Flag Salute:	Michael Kellison led the flag salute.
Members Present:	Adele Walker, Jamie Padilla, Nikigiovonie Rogers, Lisa Reyes and Michael Kellison
Members Absent:	Irene Rosario
Late Arrivals:	None
Early Departures:	None
District Office Staff Present:	Michael Kellison, Moriah Hart, Chris Kim, Tracy Whitaker, Aracely Romo-Flores, Stacy Spector, Ryan Green, Bill Jereb
Others Present:	See Sign in
5.2. Report on Closed Session	The Board voted to approve the confidential settlement referred to in item 4.1.2
5.3. Consider Agenda Adjustment	None

6. Student Performance

   6.1. BUSD/Move Over Mozart Piano (6:30-6:45 pm)

7. Public Comment: N/A

8. Information

   8.1. Technology Annual Report, Ryan Green, Director of Technology
   8.2. Facilities Project Planning, Michael Kellison, Superintendent
   8.3. Board Policy Manual Revisions per California School Boards Association (CSBA) Update Recommendations 1st Reading, Michael Kellison, Superintendent
   8.4. FY 2023-24 First Interim Financial Report & Budget Transfers, Chris Kim, CBO

9. Action

   9.1. On a motion by Jamie Padilla, second by Lisa Reyes, the Board approved FY 2023-24 First Interim Financial Report & Budget Transfers

Action: Approved

Vote	4	Ayes
	0	Noes

	1	Absent: Irene Rosario

9.2. On a motion by Nikigiovonie Rogers, second by Lisa Reyes, the Board approved Resolution No. 12: Annual Accounting of Developer Fees per Government Code Section 66006

Action: Approved

Vote	4	Ayes
	0	Noes
	1	Absent: Irene Rosario

9.3. On a motion by Jamie Padilla, second by Nikigiovonie Rogers, the Board approved the Application for Variable Term Waiver and Intent to Employ Logan Sanders

Action: Approved

Vote	4	Ayes
	0	Noes
	1	Absent: Irene Rosario

9.4. Ratification of Bills and Warrants

Payroll Totals

Manual Payroll 11/17/2023

Certificated	-
Classified	(2,943.06)
	(2,943.06)

Regular Payroll 11/30/2023

Certificated	917,955.93
Classified	477,471.95
Total	1,395,427.88

Supplemental Payroll 12/5/2023

Certificated	26,579.83
Classified	13,535.16
	40,114.99

Total: 1,432,599.81

Accounts Payable Totals:

Fund Description	Expensed Amount
01 General Fund	836,718.33
13 Cafeteria Fund	50,196.56
21 Building Fund	505,569.24
Total Payables	$1,392,484.13

On a motion by Lisa Reyes, second by Jamie Padilla, the Board ratified the Bills and Warrants.

Action: Approved

Vote	4	Ayes
	0	Noes
	1	Absent: Irene Rosario

10. Consent Calendar

10.1. Board Meeting Minutes
10.1.1. Regular Board Meeting Minutes November 14, 2023
10.2. Acknowledge and Accept Grants/donations
10.2.1. Pacifico Market, 50 lbs of pork for Pozole & Marimba Night, Taylor Mountain
10.2.2. Mad Hatters, hand made hats for all TK and Kinder students, Bellevue
10.2.3. Welfare League/Christmas Unlimited, toys and clothing for 40 students, Bellevue
10.2.4. Santa Rosa Fire Department/ Guy Fieri Foundation, 10 pre cooked Thanksgiving meals, Bellevue
10.2.5. Anonymous Community Member, 20 Christmas Trees to 1st grade, Bellevue
10.2.6. DonorsChoose, "Diccionarios Para Nuestro Aprendizaje", 20 Spanish-English dictionaries, Partida, Kawana Springs
10.3. Board Policy Manual Revisions per California School Boards Association (CSBA) Update Recommendations: 2nd Reading (1st reading: November 14, 2023)
10.4. Board Personnel Transaction Form

On a motion by Jamie Padilla, second by Lisa Reyes, the Board approved the Consent calendar

Action: Approved

Vote	4	Ayes
	0	Noes
	1	Absent: Irene Rosario

11. Reports

11.1. California School Employees Association, Chapter 501
N/A

11.2. Bellevue Education Association

Julie McMurtrie, BEA co-president, shared:

Good evening members of the board and Superintendent Kellison,

The craziest, but most wonderful time of the year is upon us. Students and teachers alike are enjoying all the holiday traditions from sing-a-longs and crafts to holiday parties and different family activities throughout the district. Throw in a lot of academics during the day and this month is just flying by.

We wanted to give a little marimba update. We are now 4 months into the program and are amazed by our talented students. Many of them practice at home and are really excelling. It has been so fun to watch them grow and see how much they enjoy playing a musical instrument. We will be sure to invite you to our spring show so you can see them in person!

As you know, BEA and the district were not able to come to an agreement at the last negotiation meeting with BEA ultimately declaring impasse. We are hopeful that we can have a resolution very soon.

We wish you a very happy holiday. We hope you are able to rest and recharge with family and friends. We will see you in the new year!

11.3. Principal Reports

Denise McCullough, Kawana Springs Principal, shared:

Good evening…

…Holidays are in the air.

Our district continues to provide a variety of professional learning opportunities for our teachers, keeping in focus the goals of our School Site plans.

TK - 1 completed a 3 day GLAD training at BV Elem last week. Our trainers demonstrated how our younger students are capable of high quality collaboration and critical thinking about complex subjects. We can't wait to see our teachers and students in action as they begin using the new strategies.

Our staff continues to move forward with beginning to implement Number Talks during Math instruction and will have the opportunity to dive deeper into practicing and discussing this practice at tomorrow's after school Prof Dev.

All schools continue to positively reinforce our students who have good attendance in order to help improve student achievement results.

While academics are absolutely a priority for ensuring equitable access and outcomes for our students, we know that the balance of educating the whole child is crucial.

On that note, we have an exciting boys basketball season ahead of us. (KS is co-ed) Practices have begun, with games starting in January. Taylor Mountain is generously sharing their gym with KS once a week since we are patiently awaiting the opening of ours. :)

Music is now embedded in our district culture and we have either had or are getting ready to enjoy singing and marimba performances in all of our schools.

The whirlwind of December events is upon us and we have successfully held or are preparing for our winter and/or holiday themed events to provide an opportunity for our community to gather in celebration of who we are, which is a very special district who continuously strives to be and do better for our students.

As we move through the hustle and bustle of the holiday season, we want to thank you all for your support of the work that we do each and every day! We hope you have the opportunity to cherish memorable moments with family and friends.
Thank you, and good night!

11.4. Board Reports/Board Items

11.4.1. Correspondence

Jamie Padilla: Attended the Pancake Breakfast with Santa at Meadow View Elementary. It was a beautiful event. She also attended the Bellevue Winter Wonderland. She said she hopes to attend events at Kawana Springs and Taylor Mountain in the next two weeks.

Lisa Reyes: Hopes everyone takes the winter break to rest and rejuvenate.

Adele Walker: Happy Holidays and get some rest!

11.5. Superintendent Report

11.5.1. Enrollment/Attendance

11.5.2. COOL School Updates

11.5.3. Site Visit Schedule for 2024

- 11.5.3.1. January 16, 2024, 1:45 pm: Bellevue ES
- 11.5.3.2. February 20, 2024, 1:45 pm: Taylor Mountain ES
- 11.5.3.3. March 12, 2024, 1:45 pm: Kawana Springs ES
- 11.5.3.4. April 16, 2024, 1:45 pm: Meadow View ES

Superintendent Kellison shared:

As we enter the Holiday season and we are all busily preparing for gift giving and receiving, we would like to thank our community for everything that they have given us this year. We thank you for your ongoing support and commitment to student growth and achievement. We thank you for supporting school activities, events and field trips. And lastly, we thank you for positively reinforcing school-wide expectations.

Most importantly, we thank our community for giving us the opportunity to work with an incredible group of young people who work hard every single day to learn and grow. We appreciate this opportunity and are grateful for the strong partnerships that exist within the Bellevue Union School District.

State of the District

- **Local Control Accountability Plan (LCAP) Community Survey:** In an effort to provide our community the opportunity to give input into the content of the 2024-25 LCAP, we have created an online survey. It is our hope that everyone takes time to respond to the prompts and provide feedback. We will keep the survey "live" until after the Winter Break thereby giving everyone adequate time to respond. We look forward to reading your comments and suggestions. That information will be shared with our LCAP Advisory Committee and will allow us to move forward with drafting goals, actions and services in preparation for the final LCAP review in the late Spring of 2024.
- **CALFIRE Grant-Greening of BUSD Schools:** We are pleased to announce that the Bellevue Union School District, in partnership with the Sonoma Ecology Center, was awarded a planning grant to identify and plan for the greening of our four elementary school campuses. The purpose of this grant is to "increase the long-term benefits trees provide, improve the public's understanding and appreciation of urban trees, and advance urban forest management and tree care." As part of this grant, we would like to engage our community in discussing ideas and proposals. The first opportunity to do so will be on Wednesday, January 10th, 2024 at 4:30 pm at Bellevue Elementary School. Please save this date and join us so that we can share initial thoughts and hear your ideas and feedback on how we can green our campuses.

In closing, I wish everyone a joyous holiday season. We will begin our break at the end of the day, December 22nd and will welcome everyone back on January 8th. Enjoy your time with family and friends and we look forward to welcoming you back in 2024.

With great pride.
Submitted by: Michael Kellison, Superintendent

12. Planning

December 20, 2023	Special Board Meeting	5:30 pm	**BUSD District Office** 3150 Education Drive Santa Rosa, CA 95407
January 16, 2024	Regular Board Meeting	5:30 pm	**BUSD District Office** 3150 Education Drive Santa Rosa, CA 95407

~~13. Return to Closed session~~

14. Open Session Adjournment Time: 8:30 pm

Respectfully Submitted,

By Michael Kellison
Secretary to the Board and
District Superintendent

Board Signature:_____ Date: _____

Bellevue Union School District
Board Meeting
Tuesday December 12, 2023
Sign-in Sheet

	Name	School Site/Community Member
1	TRACY WHITAKER	DO
2	Stacy Speelman	HR/DO
3	Jean Walker	MV
4	Margaret Jacobsen	TM
5	Denise McGilloy	KS
6	Julie McMurtrie	BEA
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BUSD December 20, 2023 Special Board Meeting Minutes

1. Open Session 5:30 P.M.

   The Special Board Meeting of the Bellevue Union School District Board of Trustees was called to order at 5:30 pm by Adele Walker, Trustee, in person at the Bellevue Union School District Office.

   1.1. Flag Salute: Stacy Spector led the flag salute.

Members Present:	Lisa Reyes, Adele Walker, Jamie Padilla, Irene Rosario, and Michael Kellison
Members Absent:	Nikigiovonie Rogers
Late Arrivals:	None
Early Departures:	None
District Office Staff Present:	Michael Kellison, Stacy Spector, Bill Jereb, Chris Kim
Others Present:	See Sign in

2. Public Comment: N/A

3. Discussion

   3.1. District Facilities

   3.1.1. The Board discussed the following items related to facilities:

   - TK expansion and overall enrollment growth
   - Kawana Springs MPR dedication
   - Food Service Program Update
   - Bond Projects: Prioritizing Potential Facilities Projects (Potential for $30M Bond in Nov. 2024)
   - Drop off and pick up of students
   - Utilizing Kawana's campus for more than the DI program

   3.2. Curriculum and Instruction

   3.2.1. The Board discussed the following items related to curriculum and instruction:

   - School Libraries
   - Developing arts program for the future (Prop 28 funds)
   - Kawana Springs and the DI Program

   3.3. Student Experience

   3.3.1. The Board discussed the following items related to student experience:

   - Common Dress
   - Sports Uniforms

   3.4. Community Engagement

3.4.1. The Board discussed the following items related to community engagement:

- Volunteer Process
- Field Trip Process
- Request for special board meeting to listen to the community
- Parent Engagement

3.5. Board Planning

3.5.1. The Board discussed the following items related to board planning:

- Board training (CSBA/NSBA)
- Board Agendas and packets-migrating to online system
- Procedures to Respond to Parent Issues/Concerns
- Frequency of Parking Lot Meetings

4. Planning

January 16, 2024	Regular Board Meeting	5:30 pm	**BUSD District Office** 3150 Education Drive Santa Rosa, CA 95407

5. Open Session Adjournment Time: 9:07 pm

Respectfully Submitted,

By Michael Kellison
Secretary to the Board and
District Superintendent

Board Signature:_____ Date: _____

Bellevue Union School District
Board Meeting
Tuesday December 20, 2023
Sign-in Sheet

	Name	School Site/Community Member
1	Stacy Spector	DO/HR
2	Bill Jeremy	DO/MSO
3		District office
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School Year	GR	District of	District	School Requested	Reason	Incoming	Recommendat	Date of	Expires	Notes
School Year	GR	District of Residence	District Requested	School Requested	Reason	Incoming or Outgoing ?	Recommendation based upon BP5117	Date of Board Meeting	Expires	Notes
2023-24	2	Roseland	Bellevue	Meadow View	Continuing Student CALPADs verified	Incoming	Approved	01/16/2024	06/30/2028	
2023-24	6	Bellevue	Petaluma	McNear	Employment in District - Verified	Outgoing	Approved	01/16/2024	06/30/2028	
2023-24	1	SRCS	Bellevue	Meadow View	Continuing Student CALPADs verified	Incoming	Denied	01/16/2024	06/30/2028	Attendance
2023-24	5	Bellevue	Roseland	Sheppard	Continuing Student CALPADs verified	Outgoing	Approved	01/16/2024	06/30/2028	
2023-24	4	Bellevue	Roseland	Sheppard	Continuing Student CALPADs verified	Outgoing	Approved	01/16/2024	06/30/2028	
2023-24	2	SRCS	Bellevue	Kawana Springs	Continuing Student CALPADs verified	Incoming	Approved	01/16/2024	06/30/2028	
2023-24	K	SRCS	Bellevue	Kawana Springs	Dual Immersion	Incoming	Approved	01/16/2024	06/30/2028	
2023-24	5	Bellevue	Bennett Valley	Strawberry	Continuing Student CALPADs verified	Outgoing	Approved	01/16/2024	06/30/2028	
2023-24	TK	Bellevue	Wright	JX Wilson	Employment in District - Verified	Outgoing	Approved	01/16/2024	06/30/2028	
2023-24	2	Bellevue	Petaluma	McNear	Temporarily Doubled up (refugees)	Outgoing	Approved	01/16/2024	06/30/2028	
2023-24	4	Bellevue	Petaluma	McNear	Temporarily Doubled up (refugees)	Outgoing	Approved	01/16/2024	06/30/2028	
2023-24	2	CRPUSD	Bellevue	Kawana Springs	Continuing Student CALPADs verified/Dual Immersion	Incoming	Approved	01/16/2024	06/30/2028	
2023-24	TK	SRCS	Bellevue	Kawana Springs	Sibling w/ IDT/Dual Immersion	Incoming	Approved	01/16/2024	06/30/2028	Revoaked due to attendance
2023-24	TK	Roseland	Bellevue	Meadow View	Sibling w/ IDT	Incoming	Denied	01/16/2024	06/30/2028	Grade Level Full
2023-24	2	Bellevue	Sebastopol	Park Side	Continuing Student CALPADs verified	Outgoing	Approved	01/16/2024	06/30/2028	Sebastopol Denied - Program at C
2023-24	5	Bellevue	Roseland	Roseland Creek	Continuing Student CALPADs verified	Outgoing	Approved	01/16/2024	06/30/2028	
2023-24	1	Bellevue	Roseland	Roseland	Continuing Student CALPADs verified	Outgoing	Approved	01/16/2024	06/30/2028	
2023-24	TK	Bellevue	Roseland	Roseland	Continuing Student CALPADs verified	Outgoing	Approved	01/16/2024	06/30/2028	
2023-24	K	Wright	Bellevue	Kawna Springs	Continuing Student CALPADs verified/Dual Immersion	Incoming	Approved	01/16/2024	06/30/2028	
2023-24	6	SRCS	Bellevue	Kawana Springs	Continuing Student CALPADs verified/Dual Immersion	Incoming	Approved	01/16/2024	06/30/2028	
2023-24	4	Hidden Valley	Bellevue	Meadow View	Continuing Student CALPADs verified	Incoming	Approved	01/16/2024	06/30/2028	
2023-24	4	CRPUSD	Bellevue	Kawana Springs	Continuing Student CALPADs verified/Dual Immersion	Incoming	Approved	01/16/2024	06/30/2028	
2023-24	6	SRCS	Bellevue	Kawana Springs	Continuing Student CALPADs verified/Dual Immersion	Incoming	Approved	01/16/2024	06/30/2028	
2023-24	K	SRCS	Bellevue	Kawana Springs	Continuing Student CALPADs verified/Dual Immersion	Incoming	Approved	01/16/2024	06/30/2028	
2023-24	1	Bellevue	Roseland	Sheppard	Continuing Student CALPADs verified	Outgoing	Approved	01/16/2024	06/30/2028	
2023-24	K	Piner Olivet	Bellevue	Meadow View	Continuing Student CALPADs verified	Incoming	Approved	01/16/2024	06/30/2028	
2023-24	3	SRCS	Bellevue	Kawana Springs	Continuing Student CALPADs verified/Dual Immersion	Incoming	Approved	01/16/2024	06/30/2028	
2023-24	K	Roseland	Bellevue	Kawana Springs	Continuing Student CALPADs verified/Dual Immersion	Incoming	Denied	01/16/2024	06/30/2028	Behavior

School Year	GR	District of Residence	District Requested	School Requested	Reason	Incoming or Outgoing?	Recommendation based upon BP5117	Date of Board Meeting	Expires	Notes
2024-25	K	Bellevue	Roseland	Roseland Creek	Sibling w/ approved IDT	Outgoing	Approved	01/16/2024	06/30/2028	
2024-25	TK	Bellevue	Bennett Valley	Yulupa	Childcare Family Verified	Outgoing	Approved	01/16/2024	06/30/2028	
2024-25	K	Bellevue	Bennett Valley	Yulupa	Childcare Family Verified	Outgoing	Approved	01/16/2024	06/30/2028	
2024-25	6	Bellevue	CRPUSD	Lawrence Jones	Continuing student CALPADs	Outgoing	Approved	01/16/2024	06/30/2028	
2024-25	K	Bellevue	CRPUSD	Marguerite Hahr	Sibling w/ approved IDT	Outgoing	Approved	01/16/2024	06/30/2028	
2024-25	6	Bellevue	CRPUSD	Lawrence Jones	Continuing student CALPADs	Outgoing	Approved	01/16/2024	06/30/2028	
2024-25								01/16/2024	06/30/2028	
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Personal Information					Current Status						New Status							
Action	Effective Date	Last Name	First Name	Emp ID	Location	POS #:	Assignment	FTE	Hrs	Position Status	Location	POS#:	Assignment (if applicable)	FTE	Hrs	Position Status	Total FTE	Years of Service (Res/Ret/Ter
CLASSIFIED																		
New HIre	12-20-23	Hernandez Perez	Vania Jael	2877							BELL	396	Student Supervision	0.1875	90 min	Prob	0.1875	
New Hire	12-12-23	Lopez	Rosie	2893							SDC	580	SDC IA	0.625	5	Prob	0.625	
New HIre	1-8-24	Manning	Sienna	2899							TMNT	274	Student Supervision	0.5	4	Prob	0.5	
New HIre	1-8-24	Romero Ramirez	Yessica	2778							KAWA	532	Instrucitonal Assistant	0.125	1	Prob	0.125	
New HIre	1-8-24	Romero Ramirez	Yessica	2778							KAWA	542	Student Supervisor	0.125	1	Prob	0.125	
Rehire	1/9/2024	Quinonez	Silvia	2526							BELL	202	Student Supervision	0.5	4	Perm	0.50000	
Resgination	12/22/2023	Bedi	Ruchita	2778	KAWA	479	Lit Para	0.5	4	Perm								
Resgination	12/22/2023	Bedi	Ruchita	2778	KAWA	532	Instrucitonal Assistant	0.125	1	Perm								
Resgination	12/22/2023	Bedi	Ruchita	2778	KAWA	542	Student Supervisor	0.125	1	Perm								
Resignation	12/21/2023	Vargas Lopez	Maria Del Socorro	2886	TMNT	263	Student Supervision	0.5	4	Prob								
Termination	12/22/2023	Dagio Paola	Danna	2889	BELL	572	SDC IA	0.75	6	Prob								
Termination	12/19/2023	Ortiz	Taylor	2866	KAWA	573	SDC IA	0.75	6	Prob								
Termination	12/22/2023	Arenas Santiago	Melissa	2878	BELL	202	Student Supervisor	0.5	4	Prob								
CERTIFICATED																		
New Hire																		
New Hire																		
New Hire																		
Resignation																		
Transfer																		

1.5

BELLEVUE UNION SCHOOL DISTRICT

Current (TOTAL) Enrollment Including ALL TK Enrollment + Home Study Program

School	8/14/23	9/7/23	October	November	December	January	February	March	April	May	June
Bellevue	395	409	407	404	403	402					
Kawana	327	318	316	322	320	322					
Meadow View	414	420	424	423	421	421					
Taylor Mountain	451	463	456	460	463	462					
Total Enrollment	**1587**	**1610**	**1603**	**1609**	**1607**	**1607**	**0**	**0**	**0**	**0**	**0**

Census Day (CalPADS/LCFF) Enrollment (1st Wednesday of October). Excludes TK Students Non-ADA & County Office Enrollment.

School	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
District	1786	1769	1802	1753	1691	1616	1596	1539	1486	1536	1603
Charter	37	71	94	145	144	0	0	0	0	0	0
Total Enrollment	**1823**	**1840**	**1896**	**1898**	**1835**	**1616**	**1596**	**1539**	**1486**	**1536**	**1603**

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	*94.61%*	*96.01%*	*92.34%*	*91.07%*	*91.23%*	*93.85%*	*89.62%*	*84.47%*	*93.67%*		
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: 1/10/24

DECEMBER 2023

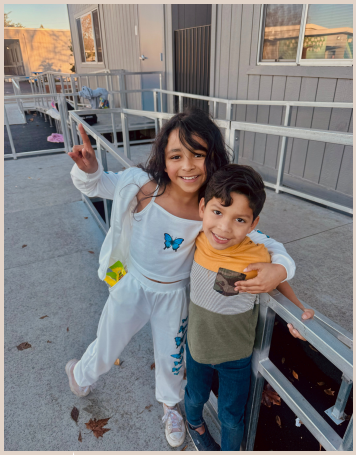
Bellevue COOL School Newsletter

December Review:

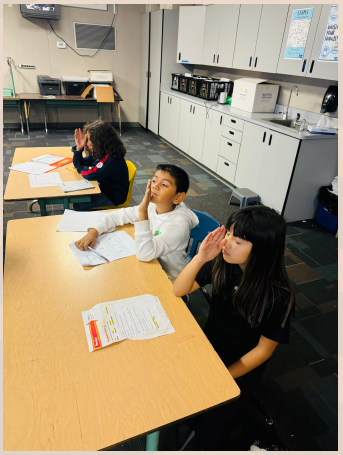
We have a new Site Supervisor - Ms. Lopez! Ms. Lopez previously worked at Bellevue for 7 years and is excited to return to our program!

Before Winter break, all of our students learned about space and participated in an inflatable planetarium called StarLab.

Every class has started practicing mindfulness with our new program, Inner Explorer.
(Pictured below are our third graders doing the Shark Fin!)







Coming Up...

Next Monday, January 15th - NO SCHOOL

Wednesday, January 24th - EARLY RELEASE (3 p.m. pickup)

Wednesday, January 31st - COOL Sports Cheer and Dance at Wright Charter School

EVENTS/UPCOMING DATES

What is coming up in COOL School?

- Movie Night! keep an eye for a date!
- Popcorn sales Wed. and Fri!
- Early release January 24 COOL School will be out at 2:30.
- COOL Sport cheer and dance proformance January 30.

HAPPY HOLIDAYS KAWANA FAMILY!

What the month of December looks like in COOL School!

We would like to recognize our student of the month for the month of December! Emily, Aaliyah, Hawk, Pricilla, Jasper, Ashley, Kanaili. They all have been super star students and showd great efort in COOL School!
Decmeber has been a chilly time! We have stayed inside, we made festive afrts and crafts for the season.



NEWSLETTER

WELCOME KAWANA COOL SCHOOL



Check out our Facebook page!



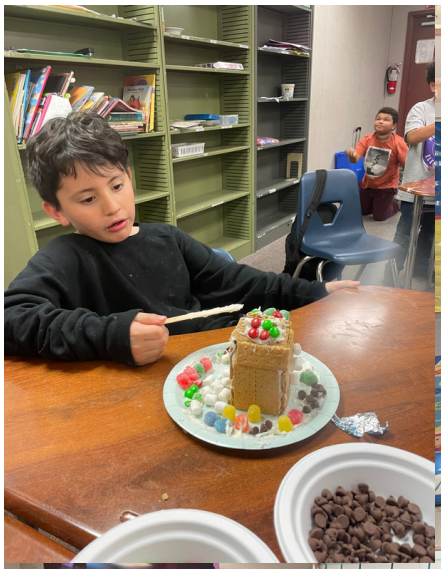
LOVE FROM
COOL SCHOOL TEAM <3

DECEMBER '23

COOL SCHOOL NEWSLETTER

GINGERBREAD MAKING AT COOL SCHOOL

COOL School would like to give a big shout-out and heartfelt gratitude to our fantastic parents for contributing to the magic with your generous donations of gingerbread houses. Your support makes these festive moments even more delightful for our elementary school stars. Here's to a season filled with joy, laughter, and the sweet aroma of gingerbread dreams coming to life!













IMPORTANT DATES

- 12/25-1/5: Winter Break
- 1/8: Back to School
- 1/15: MLK Day - No School
- 1/24: COOL School Early Release @3
- 1/31: Cheer and Dance Field Trip

COOL School

Creating Outstanding Opportunities for Learning

(707)327-7301

2665 Dutton Meadow
Portable 4

CalServes COOL School Meadow View

COOL School Newsletter



MONTHLY RECAP

In the month of December, COOL School teamed up with the Taylor Mountain school staff to host pozole night. This 7 year tradition brings our community together for a fun night of pozole, Christmas carols, loteria, and marimba performances.



Upcoming Events

- January 15th: NO SCHOOL
- January 19th: FAMILY GAME NIGHT (5:00 PM - 6:30 PM)
- January 24th: EARLY RELEASE (3:00 PM)
- January 31st: COOL SPORTS CHEER & DANCE @ WRIGHT CHARTER SCHOOL



COOL School Staffing – December 2023 Update

BUSD / NCOE 2023 - 2024 MOU provides for 7 Classrooms per school site (28 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 December 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	***Current Student Enrollment: 122***
• 8 Classes Total (2 TK/K classes, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade, and 6th grade) o *No additional staff members hired / classes opened this month*	

School Site: Kawana Springs	***Current Student Enrollment: 132***
• 9 Classes Total (4 TK/K classes, 1st grade, 2nd grade, 3rd grade, 4th grade, & 5th/6th grade) o *No additional staff members hired / classes opened this month*	

School Site: Meadow View	***Current Student Enrollment: 145***
• 9 Classes Total (3 TK/K classes, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade, and 6th grade) o *No additional staff members hired / classes opened this month*	

School Site: Taylor Mountain	***Current Student Enrollment: 129***
• 8 Classes Total (2 TK/K classes, 1st grade, 2nd grade, 3rd grade, 4thgrade, 5th grade & 6th grade) o *No additional staff members hired / classes opened this month*	

Total COOL School Classroom Leaders: 34	*Total Students Enrolled in COOL School: 528*

Prepared by: Melissa Moore, NCOE / COOL School Program Manager, 707-260-4286