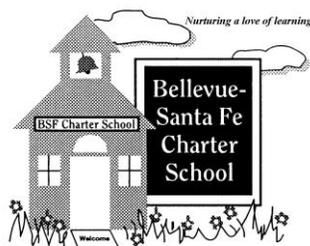


Bellevue-Santa Fe Charter School

Kindergarten
through Grade 6

Julie Turk
jturk@bsfcs.org
Principal



1401 San Luis Bay Drive
San Luis Obispo, CA 93405
Phone: (805) 595-7169
Fax: (805) 595-9013
CDS Code: 40-68809-6043194
Website: www.bsfcs.org
E-mail: office@bsfcs.org

2022-2023 School Accountability Report Card *Published During 2023-2024*

Data and Access

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

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

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

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.

About Bellevue-Santa Fe Charter School

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

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

School Description and Mission Statement

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



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

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

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

Our beliefs:

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

Our goals:

- To acknowledge, respect, and address the individual learning styles and development stages of each student in order to support them in achieving their full potential.
- To encourage curiosity, creativity, innovation, and a love for learning in a safe, structured environment.
- To stay open to continuous improvement and innovation.
- To ensure that each student meets or exceeds the California Common Core Content Standards.
- To encourage personal responsibility and accountability for one’s own actions, both social and academic.
- To promote a respectful partnership between teachers, parents and students.
- To teach and model respectful, positive, compassionate behavior.
- To promote multi-cultural perspectives, global citizenship, social responsibility, and empathy.
- To maintain a small community school with small class sizes.
- To hire, support and retain professional, motivated and dedicated staff.

Enrollment by Grade Level (2022-2023)

Grade Level	Number of Students
Kindergarten	24
Grade 1	24
Grade 2	24
Grade 3	22
Grade 4	24
Grade 5	24
Grade 6	20
Total Enrollment	162

Enrollment by Group (2022-2023)

Group	Percent of Enrollment
Male	55%
Female	45%
Non-binary	
African American	0.6%
American Indian or Alaska Native	
Asian	4.3%
Filipino	
Hispanic or Latino	6.8%
Pacific Islander	
White (not Hispanic)	81.5%
Two or More	6.8%
Socioeconomically Disadvantaged	14.8%
English Learners	
Students with Disabilities	11.1%

A. CONDITIONS OF LEARNING

Teacher Preparation and Placement (School Year 2020-2021)

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully credentialed for subject and student placement	9	90	356.10	89.33	228366.10	83.12
Intern credential holders properly assigned	0	0	1	0.25	4205.90	1.53
Teachers without credentials and misassignments	1	10	4.5	1.15	11216.7	4.08
Credentials teachers assigned out-of-field	0	0	9.2	2.33	12115.80	4.41
Unknown	0	0	27.6	6.94	18854.30	6.86
Total Teaching Positions	10	100	398.60	100	274759.10	100

Teacher Preparation and Placement (School Year 2021-2022)

Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully credentialed for subject and student placement	9	90	373.10	89.76	234405.20	84
Intern credential holders properly assigned	0	0	4	0.96	4853	1.74
Teachers without credentials and misassignments	0	0	5	1.21	12001.5	4.30
Credentials teachers assigned out-of-field	1	10	13.40	3.24	11953.10	4.28
Unknown	0	0	20	4.83	15831.90	5.67
Total Teaching Positions	10	100	415.70	100	279044.80	100

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 to 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

Authorization/Assignment	2020-2021	2021-2022
Permits and Waivers	0	0
Misassignments	0	0
Vacant Positions	1	1
Total Teachers without credentials and misassignments	0	0

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

Credentialed Teachers Assigned Out-of-Field

Indicator	2020-2021	2021-2022
Credentialed teachers authorized on a Permit or Waiver	0	1
Local assignment options	0	0
Total Out-of-field teachers	0	1
Misassignments for English learners	0	0
No credential, permit or authorization to teach	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

QUALITY, CURRENCY, AVAILABILITY OF TEXTBOOK AND OTHER INSTRUCTIONAL MATERIALS (2023-2024)

Subject	Textbooks and Instructional Materials	Most Recent Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	1 per student	Yes	0
Mathematics	1 per student	Yes	0
Science	1 per student	Yes	0
History/Social Science	1 per student	Yes	0
Foreign Language	N/A	Yes	0
Health	N/A	Yes	0
Visual and Performing Arts	Suff. Instr. Materials	Yes	0
Science Laboratory Equipment (9-12)	Suff. Instr. Materials	Yes	0

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

The Pearson Envision Math Program (K-6) was adopted by BSFCS in 2013-2014. BSFCS reviewed English Language Arts curriculum in 2016-2017 and aligned projects, units of study, and grade level class books to the state standards in accordance to workshop model instruction and applied opportunities for practice. In 2017-2018, the school adopted Social Studies Weekly as the Social Science program. BSFCS adopted Foundations Phonics Program (K-1) and Reading A-Z (K-5) in 2017-2018. In 2007-2008, the school adopted and implemented Delta Education and MacMillan/McGraw Hill for Science instruction. Science curriculum is aligned to state standards. In addition to the adopted textbook budget, each classroom teacher has a discretionary budget to purchase instructional materials at the amount of \$500/per classroom teacher, art supplies at \$100/per classroom teacher, and books other than texts at \$100/per classroom teacher. Science has a budget of \$2,000.

SCHOOL FACILITY CONDITIONS AND PLANNED IMPROVEMENTS

Facility Conditions and Planned Improvements

Bellevue-Santa Fe Charter School leases its facility from San Luis Coastal Unified School District. The school community gives aid in many areas in order to enhance our beautiful campus. The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the Buildings, Grounds and Transportation office. Site improvements through Measure D Funds and the Charter School Facilities Program to modernize the campus in partnership with San Luis Coastal occurred in 2018-19.

Age of School Buildings

Bellevue-Santa Fe Charter School has seven classrooms, a Resource Room, a library, a multipurpose room, a science lab, a science museum, and front office. The main campus was built in 1965. Bellevue-Santa Fe Charter School main campus was modernized and the site received six new classrooms with new student/staff restrooms in 2018-19 through Measure D and the Charter School Facilities Program.

New Student Restrooms

Bellevue-Santa Fe Charter School modernized existing student restrooms in the main building and received new student and staff restrooms in affiliation with Measure D and the Charter School Facilities Program in 2018-19.

Maintenance and Repair

Bellevue-Santa Fe Charter School is responsible for the maintenance and repair of the school facilities. The school principal works with independent contractors and parents to keep the school well maintained and in good working condition. In 2016-17, the heating and air conditioning, as well as lighting were replaced in the main building under Prop 39. Measure D construction began in June of 2018 and concluded in 2019. The school facilities are in good repair.

Cleaning Process and Schedule

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

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which is one of the programs included in SBX34 and is allowed the flexibility to be used for any educational purpose. The District has continued using the state funding to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Deferred Maintenance Projects

The district participates in the State School Deferred Maintenance Program, which is one of the programs included in SBX34 and is allowed the flexibility to be used for any educational purpose. The District has continued using the state funding to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status

The following displays the results of the most recently completed school site inspection from August 2023.

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

B. PUPIL OUTCOMES

Pupil Achievements

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 give 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.

California Assessment of Student Performance and Progress Results for All Students (School Year 22-23)

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
English Language Arts/Literacy (grades 3-8 and 11)	83	78	64	65	47	47
Mathematics (grades 3-8 and 11)	86	74	56	57	33	35

Please note scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of an individual student.

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.

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 22-23)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	90	86	96	78
Male	48	48	100	71
Female	42	38	90	87
Asian	4	4	100	--
Hispanic or Latino	8	7	88	--
White	68	66	97	80
Socioeconomically Disadvantaged	17	15	88	80
Students with Disabilities	15	12	80	42

Note: ELA/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 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Assessment Results – Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 22-23)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	90	83	92	74
Male	48	47	98	74
Female	42	36	86	72
Hispanic or Latino	8	7	88	--
White	68	63	93	76
Socioeconomically Disadvantaged	17	14	82	79
Students with Disabilities	15	12	80	58

CAASPP Test Results in Science for All Students Grades Five, Eight, and High School Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (5 th grade)	65	79	45	51	29	30

CAASPP Test Results in Science for All Students - Grades Five, Eight, and High School (School Year 22-23)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	24	19	79	79
Male	15	13	87	77
Female	9	6	67	--
Hispanic or Latino	--	--	--	--
White	17	14	82	71
Socioeconomically Disadvantaged	6	--	--	--
Students with Disabilities	6	--	--	--

OTHER PUPIL OUTCOMES

California Physical Fitness Test Results (22-23)

The California Physical Fitness Test (PFT) is administered to students in grades 5, 7, and 9. In January 2022, the State Board of Education passed PFT regulations which changed the definition of PFT results to indicate that local educational agencies (LEAs) will report participation rates only on the School Accountability Report Card (SARC).

Grade Level	Student Participation Rate for each component by grade level				
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Flexibility	Upper Body Strength and Endurance	Flexibility
5	96.3%	97%	97.2%	96.9%	97.2%

C. ENGAGEMENT

Parental Involvement

Opportunities for Parental Involvement

Parents are an integral part of their child's education at Bellevue-Santa Fe Charter School. They are encouraged to volunteer at the school. Parental involvement may include, but is not limited to, serving on the school's Governing Board, providing expertise and material resources, supporting the PTO, and helping in the classroom.

Bellevue-Santa Fe Charter School was formed through parents' desire to create a positive learning environment for their children; and it has grown and evolved into a well-respected, successful, local school through the continued dedication and support of the school community.

Pupil Engagement

Chronic Absenteeism by Student Group (School Year 2022-2023)

Group % of Enrollment	Enrollment	Eligible Enrollment	Chronic Absent Count	Chronic Absent. Rate %
All Students	165	165	31	18.8%
Male	89	89	15	16.9%
Female	76	76	16	21.1%
Non-binary				
African American	1	1	0	0%
American Indian or Alaska Native				
Asian	7	7	1	14.3%
Filipino				
Hispanic or Latino	11	11	3	27.3%
Pacific Islander				
White (not Hispanic)	135	135	23	17%
Two or more	11	11	4	36.4%
Socioeconomically Disadvantaged	25	25	7	28%
English Learners				
Foster Youth				
Homeless				
Students with Disabilities	25	25	6	24%

School Climate

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District			State		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
Suspensions	0%	0%	0%	1.76%	3.36%	3.54%	2.45%	3.17%	3.6%
Expulsions	0%	0%	0%	0.11%	0.04%	0.11%	0.05%	0.07%	0.08%

Suspensions and Expulsions by Student Group (School Year 2022-2023)

Group % of Enrollment	Suspensions Rate	Expulsions Rate
All Students	0%	0%
Male	0%	0%
Female	0%	0%
Non-binary	0%	0%
African American	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Filipino	0%	0%
Hispanic or Latino	0%	0%
Pacific Islander	0%	0%
White (not Hispanic)	0%	0%
Two or more	0%	0%
Socioeconomically Disadvantaged	0%	0%
English Learners	0%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Students with Disabilities	0%	0%

School Safety Plan

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

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

Students are expected to demonstrate:

Respect for **self**:

- Use positive self talk
- Appreciate and take care of what you have been given
- Try your best
- Seek help when needed
- Keep items that may be a disruption to your learning or positive play at home.

Respect for **others**:

Treat others as they want to be treated.

- Use kind words and school appropriate topics of conversation.
- Keep your hands to yourself and engage in safe play.
- Welcome others to your groups.
- Listen to others when they speak and take their feelings into consideration.
- Be helpful.

Respect for **this place**:

- Be where you are supposed to be at all times.
- If you take something out, put it away.
- If you injure something or someone, work to repair it or the relationship with him/her.
- Take ownership for your actions and work to make positive growth.
- Take direction from BSFCS staff and participate in curriculum.
- Practice positive, safe digital citizenship and appropriate use of technology on campus.

In terms of physical safety, we work closely with local emergency organizations. Staff receives Mandated Reporter, Anti-Bullying, Bloodborne Pathogens, and CPR and first aid training. We conduct regular safety drills. School staff also work closely with the County Office of Emergency Services to keep the emergency procedures current. Our School Safety Plan is Governing Board adopted and reviewed with staff annually.

D. OTHER SARC INFORMATION

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	Avg. Class Size	2020-21			Avg. Class Size	2021-22			Avg. Class Size	2022-23		
		Number of Classrooms 1-20	21-32	33+		Number of Classrooms 1-20	21-32	33+		Number of Classrooms 1-20	21-32	33+
K	12	2			24		1		24		1	
1	12	2			24		1		24		1	
2	12	2			12	2			12	2		
3	12	2			12	2			11	2		
4	10	2			12	2			12	2		
5	12	2			11	2			12	5		
6	19	1			20	1			20	1		

Student Support Services Staff (2022-2023)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Library Media Services Staff (paraprofessional)		
Psychologist	.2	
Nurse		
Speech/Language/Hearing Specialist	.2	
Resource Specialist (non-teaching)		

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021-2022)

This table displays a comparison of the schools per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$26,192	\$5,072	\$21,119	\$82,788
District			\$17,275	\$80,831
Percent Difference - School Site and District			22.25%	2.42%
State			\$7,607	\$87,362
Percent Difference - School Site and State			177.63%	-5.24%

Types of Services Funded (2022-2023)

Funded services include instructional, operation, and administrative. Bellevue is proud of many unique programs it has developed to further our students' educational experience. The students participate in such opportunities as weekly science classes in our self-contained laboratory and outdoor Garden class, twice-weekly Physical Education class, a yearly multiple-week electives program, and the blending of visual arts, music, and dance through the Artists in Residence Program. Our campus also houses a "hands-on" science museum where students can explore and reinforce concepts taught in the classroom. BSFCS also provides services in accordance to IDEA and section 504.

Teacher and Administrative Salaries (Fiscal Year 2021-2022)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Avg For Districts In Same Category
Beginning Teacher Salary	\$50,354	\$54,190
Mid-Range Teacher Salary	\$75,212	\$85,111
Highest Teacher Salary	\$105,806	\$104,999
Average Principal Salary (Elementary)	\$132,560	\$132,492
Average Principal Salary (Middle)	\$155,240	\$140,987
Average Principal Salary (High)	\$151,385	\$153,884
Superintendent Salary	\$237,678	\$255,503
% of Budget for Teacher Salaries	31.12%	32.09%
% of Budget for Admin Salaries	4.94%	5.25%

Professional Development

The teaching staff at BSFCS continually strives to enhance their teaching methodology. On Wednesday afternoons, students are dismissed at 12:30 PM to provide staff the opportunity to plan meaningful curriculum, share teaching strategies, and develop professionally. Time away from normal classroom responsibilities is also available for teachers to visit other schools or classes, plan, or participate in professional development opportunities. It is the school's goal to provide our talented teachers with the support, guidance, and resources they need to help each student reach his or her fullest potential.

Measure	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	1/35	1/35	1/35

Note: Full days/partial days



The School Accountability Report Card (SARC), required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about this school, parents and community members should contact the school principal or the district office.