

# 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

<b>School Name</b>	Bellevue Elementary School
<b>Street</b>	3223 Primrose Ave.
<b>City, State, Zip</b>	Santa Rosa, CA 95407
<b>Phone Number</b>	707.542.5195
<b>Principal</b>	Nina Craig
<b>Email Address</b>	ncraig@busd.org
<b>School Website</b>	busd.org
<b>County-District-School (CDS) Code</b>	49706156051585

## 2023-24 District Contact Information

<b>District Name</b>	Bellevue Union Elementary School District
<b>Phone Number</b>	707.542.5197
<b>Superintendent</b>	Michael Kellison
<b>Email Address</b>	mkellison@busd.org
<b>District Website</b>	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
<b>Total Enrollment</b>	417

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
<b>Female</b>	45.1%
<b>Male</b>	54.9%
<b>Asian</b>	3.8%
<b>Black or African American</b>	0.5%
<b>Hispanic or Latino</b>	86.3%
<b>Native Hawaiian or Pacific Islander</b>	0.7%
<b>Two or More Races</b>	1.9%
<b>White</b>	6.7%
<b>English Learners</b>	58.3%
<b>Foster Youth</b>	0.5%
<b>Homeless</b>	4.1%
<b>Migrant</b>	3.8%
<b>Socioeconomically Disadvantaged</b>	85.9%
<b>Students with Disabilities</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18.00	94.74	65.90	87.76	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	5.26	5.20	6.92	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	12115.80	4.41
<b>Unknown</b>	0.00	0.00	4.00	5.32	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	15.50	83.78	55.90	76.70	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.00	1.37	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	7.00	9.60	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	1.00	1.37	11953.10	4.28
<b>Unknown</b>	3.00	16.22	8.00	10.97	15831.90	5.67
<b>Total Teaching Positions</b>	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
<b>Total Teachers Without Credentials and Misassignments</b>	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
<b>Total Out-of-Field Teachers</b>	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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.8	0
<b>No credential, permit or authorization to teach</b> (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.		
<b>Mathematics</b>	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
<b>Science</b>	McGraw-Hill CA Science, adopted 2006-07	Yes	0
<b>History-Social Science</b>	McGraw-Hill Vistas, adopted 2007/2008	Yes	0
<b>Health</b>	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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			:
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	20	31	21	26	47	46
<b>Mathematics</b> (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
<b>All Students</b>	224	214	95.54	4.46	31.31
<b>Female</b>	108	106	98.15	1.85	35.85
<b>Male</b>	116	108	93.10	6.90	26.85
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	195	185	94.87	5.13	29.19
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	14	14	100.00	0.00	42.86
<b>English Learners</b>	109	99	90.83	9.17	10.10
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	141	135	95.74	4.26	26.67
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	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
<b>All Students</b>	225	223	99.11	0.89	24.22
<b>Female</b>	109	109	100.00	0.00	27.52
<b>Male</b>	116	114	98.28	1.72	21.05
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	196	194	98.98	1.02	20.62
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	14	14	100.00	0.00	50.00
<b>English Learners</b>	109	107	98.17	1.83	6.54
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	142	141	99.30	0.70	22.70
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	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
<b>Science</b> (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
<b>All Students</b>	58	57	98.28	1.72	10.53
<b>Female</b>	26	26	100.00	0.00	15.38
<b>Male</b>	32	31	96.88	3.12	6.45
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	47	46	97.87	2.13	4.35
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	28	27	96.43	3.57	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	38	38	100.00	0.00	13.16
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

## 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
<b>Pupils to Academic Counselor</b>	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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

## 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
<b>School Site</b>	\$17,404	\$7,729	\$9,675	\$82,607
<b>District</b>	N/A	N/A	\$9,675	\$81,839
<b>Percent Difference - School Site and District</b>	N/A	N/A	0.0	0.9
<b>State</b>	N/A	N/A	\$7,607	\$88,288
<b>Percent Difference - School Site and State</b>	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
<b>Beginning Teacher Salary</b>	\$55,123	\$54,046
<b>Mid-Range Teacher Salary</b>	\$78,197	\$84,515
<b>Highest Teacher Salary</b>	\$107,080	\$110,867
<b>Average Principal Salary (Elementary)</b>	\$138,570	\$136,841
<b>Average Principal Salary (Middle)</b>	\$0	\$141,477
<b>Average Principal Salary (High)</b>	\$0	\$137,985
<b>Superintendent Salary</b>	\$212,954	\$217,473
<b>Percent of Budget for Teacher Salaries</b>	25.37%	32.43%
<b>Percent of Budget for Administrative Salaries</b>	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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	15	34	38