



N O T I C E

BOARD MEETING OF THE BELLEVUE UNION SCHOOL

DISTRICT BOARD OF TRUSTEES WILL BE HELD ON

Monday June 17, 2024,

5:30 PM OPEN SESSION

IN PERSON at 3150 EDUCATION DR

BELLEVUE UNION SCHOOL DISTRICT

3150 EDUCATION DRIVE SANTA ROSA, CA 95407

DATED: June 14, 2024

**Michael Kellison
SECRETARY TO THE BOARD
AND DISTRICT SUPERINTENDENT**

POSTED: June 14, 2024

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

Monday, June 17, 2024

AGENDA

1. Open Session 5:30 PM

1.1. Call To Order

1.2. Flag Salute

1.3. Consider Agenda Adjustment

1.4. 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.

2. Informational

2.1. Bellevue Union School District Local Control Accountability Plan (LCAP)
Annual Update
Local Performance Indicator Report
Federal Addendum
LCAP 2024-2027

2.2. FY 2024-25 Budget and Statement of Reserves for Bellevue Union School District

2.3. FY 2024-25 LCFF Budget Overview for Parents

3. Hearing

3.1. 2024-25 Local Control Accountability Plan (LCAP) for Bellevue Union School District

3.2. FY 2024-25 Budget, Statement of Reserves, and Budget Overview for Parents for the Bellevue Union School District

4. Planning

June 18, 2024	Regular Board Meeting	5:30 pm	BUSD District Office
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			3150 Education Drive
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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)*

Posted: June 6, 2024

Bellevue Union School District

Notice of Public Hearing

A public hearing will be held by the Governing Board of the Bellevue Union Elementary School District at a Special Board meeting in which the Board will consider the proposed Local Control and Accountability Plan (LCAP) and Budget for Adoption for the 2024-25 School Year.

A. Date: Monday June 17, 2024

B. Time: 5:30 P.M.

C. Location: Bellevue Union School District
3150 Education Dr
Santa Rosa, CA. 95407

- Information may be reviewed in the Bellevue School District Office between the hours of 8:00 a.m. to 4:00 p.m., Monday thru Friday.

Michael Kellison
District Superintendent

PROOF OF PUBLICATION

(2015.5 C.C.P.)

STATE OF CALIFORNIA

County of Sonoma

I am a citizen of the United States and a resident of the county aforesaid: I am over the age of eighteen years, and not a party to or interested in the above entitled matter. I am the principal clerk of the printer of The Press Democrat, a newspaper of general circulation, printed and published DAILY IN THE City of Santa Rosa, County of Sonoma; and which newspaper has been adjudged a newspaper of general circulation by the Superior Court of the County of Sonoma, State of California, under the date of November 29, 1951, Case number 34831, that the notice, of which the annexed is a printed copy (set in type not smaller than nonpareil), has been published in each regular and entire issue of said newspaper and not in any supplement thereof on the following dates to wit:

The Press Democrat - Legal Notices

5/31 - 5/31/2024

I certify (or declare) under penalty of perjury, under the laws of the State of California, that the foregoing is true and correct.

Dated at Santa Rosa, California, on

5/31/2024

[Handwritten signature]

This space for County clerk's Filing Stamp

Proof of Publication of

Notice of Public Hearing
2024-25 School District
Local Control Accountability
Plan (LCAP)
and Proposed Budget

Bellevue Union School District
The Bellevue Union School District
LCAP and PROPOSED BUDGET
FOR THE 2024-25 FISCAL YEAR
will be available for public inspection
at the location, dates and
times indicated below.

PUBLIC HEARINGS on the proposed
LCAP and budget will be
held on the date indicated below,
at which time any resident in the
school district may appear and
comment on the proposed LCAP
or budget or any item therein.

SCHOOL DISTRICT
Bellevue Union School District

INSPECTION PLACE
Bellevue Union School District
3150 Education Drive
Santa Rosa, CA 95407

INSPECTION DATES
6/10/2024 to 6/14/2024

INSPECTION TIMES
9:00:00 AM to 4:00:00 PM

PUBLIC HEARING PLACE
Bellevue Union School District
3150 Education Drive
Santa Rosa, CA 95407

PUBLIC HEARING DATE
6/17/2024

PUBLIC HEARING TIME
5:30:00 PM

Number of times above notice
should be published: One

Publication:
The Press Democrat
Publication Date: 5/31/2024
206009 - Pub May 31, 2024 11.

Bellevue Union School District

Agenda Item for Board Meeting of June 17, 2024

Agenda Category: Informational

Agenda Item Title: Bellevue Union School District Local Control Accountability Plan (LCAP)
Annual Update
Local Performance Indicator Report
Federal Addendum
LCAP 2024-2027

Prepared By: Aracely Romo-Flores, Director of Education Services

Background:

The 2024-2027 LCAP is a three-year plan revised and adopted annually. It describes how actions and services will be provided to maximize educational opportunities for every student, especially those facing challenges associated with poverty, foster care, and learning English as a second language.

New this year, the California Department of Education requires Local Education Agencies (LEAs) to include improved actions and services for the following students and areas in the LCAP:

- Multilingual Learners (AKA English learners)
- Long-Term English Learners
- Students with Disabilities, and
- Red Dashboard Indicators for a school and/or student group

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

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

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

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the

LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The Bellevue Union School District (BUSD) LCAP combines student, parent, staff, and community input to identify goals and to create an action plan of services.

The Board of Trustees must approve the District's Local Control and Accountability Plan for 2024-2027 by June 30th.

Recommended Action:

None

Supporting Documents:

- [LCAP Annual Update](#)
- [Local Indicator Self-Reflection of 2023-2024 Indicators](#)
- [LCAP Federal Addendum](#)
- LCAP 2024-2027 (Under Separate Cover)

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>ELA Academic Indicator CAASPP - 3rd-6th grade All students will increase % at/above benchmark by at least 5% each year.</p>	<p>2019 CAASPP Students Meeting Standards (Pre-Pandemic) All Students 39.71% 3rd: 41.51% 4th: 17.08% 5th: 47.15% 6th: 47.50 %</p> <p>2020-2021 CDE Message: Please Note - Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020-</p>	<p>2022 CAASPP results will be available in Fall 2022</p> <p>2020-2021 CDE Message: Please Note - Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020-21 varied. Care should be used when interpreting results.</p> <p>CAASPP Students Meeting Standards</p>	<p>2023 CAASPP Results will be available in the Fall of 2023</p> <p>2022 CAASPP Students Meeting Standards All Students 21.38% 3rd: 18.65% 4th: 14.28% 5th: 24.27% 6th: 27.81%</p> <p>Subgroups Meeting Standards SWDs: 5.47%</p>	<p>2024 CAASPP Results will be available in the Fall of 2024</p>	<p>2023 CAASPP 3rd: 46.31% 4th: 33.95 % 5th: 60.15% 6th: 60.21 %</p> <p>Subgroups: SWD: 25.48% ELs: 21.31% LIs: 46.39%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>21 varied. Care should be used when interpreting results.</p> <p>2021 CAASPP Students Meeting Standards</p> <p>All Students 49.01% 3rd: 39.79% 4th: 41.48% 5th: 46.45% 6th: 43.57%</p> <p>Subgroups Meeting Standards</p> <p>SWDs: 15.48% ELs: 11.31% LIs: 36.39%</p>	<p>All Students 49.01% 3rd: 39.79% 4th: 41.48% 5th: 46.45% 6th: 43.57%</p> <p>Subgroups Meeting Standards</p> <p>SWDs: 15.48% ELs: 11.31% LIs: 36.39%</p>	<p>ELs: 5.86% LIs: 20.4%</p> <p>2023 CAASPP Students Meeting ELA Standards</p> <p>All Students 26.06% (+4.68) 3rd: 21.03% (+2.38) 4th: 27.61% (+13.32) 5th: 24.27% (0) 6th: 31.10% (+3.29)</p> <p>Subgroups Meeting Standards</p> <p>SWDs: 6.62% (+1.15) ELs: 7.14% (+1.28) LIs: 24.47% (+4.07)</p>		
<p>Math Academic Indicator CAASPP - 3rd-6th</p> <p>All students will increase % at/above benchmark by at least 5% each year.</p>	<p>2019 CAASPP Students Meeting Standards (Pre-Pandemic)</p> <p>All Students 22.70% 3rd: 28.30% 4th: 9.31% 5th: 15.49% 6th: 42.50%</p> <p>2020-2021 CDE Message:</p>	<p>2022 CAASPP results will be available in Fall</p> <p>2020-2021 CDE Message: Please Note - Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020-21 varied. Care should be used when interpreting results.</p>	<p>2022 CAASPP Students Meeting Standards</p> <p>All Students 12.01% 3rd: 15.81% 4th: 8.05% 5th: 8.53% 6th: 15.72%</p> <p>Subgroups Meeting Standards</p> <p>SWDs: 2.34%</p>	<p>2024 CAASPP Results will be available in the Fall of 2024</p>	<p>2023 CAASPP</p> <p>3rd: 44.69% 4th: 29.84% 5th: 34.25% 6th: 48.51%</p> <p>Subgroups: SWD: 20.79% ELs: 18.41% LIs: 30.32%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Please Note - Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020-21 varied. Care should be used when interpreting results.</p> <p>2021 CAASPP Students Meeting Standards</p> <p>All Students 22.70% 3rd: 39.74% 4th: 35.87% 5th: 30.09% 6th: 30.76%</p> <p>Subgroups Meeting Standards</p> <p>SWDs: 10.79% ELs: 8.41% LIs: 20.32%</p>	<p>CAASPP Students Meeting Standards</p> <p>All Students 33.76% 3rd: 39.74% 4th: 35.87% 5th: 30.09% 6th: 30.76%</p> <p>Subgroups Meeting Standards</p> <p>SWDs: 10.79% ELs: 8.41% LIs: 20.32%</p>	<p>ELs: 1.87% LIs: 11.47%</p> <p>2023 CAASPP</p> <p>All Students 20.46% (+8.45) 3rd: 21.57% (+5.76) 4th: 23.96% (+15.91) 5th: 14.28% (+5.75) 6th: 23.38% (+7.66)</p> <p>Subgroups Meeting Standards</p> <p>SWD: 5.11% (+2.77) ELs: 5.03% (+3.16) LIs: 19.41% (+7.94)</p>		
<p>Star Early Literacy</p> <p>All students will increase % at/above benchmark by at least 5% each year.</p> <p>*Fall 2021 Scores will be our baseline since all students were</p>	<p>2021 Spring 2021 Fall 1st: 83%* 1st: 36%</p> <p>*many students took this assessment from home</p>	<p>2022 Spring 1st: 43% (+7%)</p>	<p>2023 Spring 1st: 52% (+9%)</p>	<p>2023 Fall 1st: 38% (-14% off from last spring)</p> <p>2024 Winter 1st: 41% (-2% from last spring)</p> <p>2024 Spring</p>	98%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
tested in person in a consistent test setting.				1st: 55% (+3%)	
ESGI (Letter Sounds - Report Card Mark 3-4) All students will increase % at /above benchmark by at least 5% each year. Change metric to % correct answers *Trimester 1 of 2021-2022 school year will be our baseline since all students were tested in person in a consistent test setting	2019-2020 Kindergarten: 72% 2021-22 Trimester 1 Kindergarten: 86% correct (151 of 206 tested)	2022 Trimester 3 Kindergarten: 86% (no change for 151 of 206 tested)	2023 Spring Kindergarten: 87% correct (+1) (119 of 214 tested) Bellevue: (41 of 84 tested) 75% correct Meadow View (55 of 98 tested): 85% correct Taylor Mountain (73 of 75 tested): 69% correct	Fall 2023 All Kindergartens, except Kawana 54% correct Bellevue: 58% correct (-17% off from last spring) Meadow View: 48% correct (-37% off from last spring) Taylor Mountain: 57% (-12% off from last spring) Spring 2024 Bellevue: 87% correct (+12% compared to last spring) Meadow View: 82% correct (-3% compared spring) Taylor Mountain: 93% (+24% compared to last spring)	100%
Star Reading All students will increase % at/above benchmark by at least 5% each year.	2021 Spring 2021 Fall (ENG) 2nd: 39%* 2nd: 33% 3rd: 34%* 3rd: 33%	2022 Spring (ENG) 2nd: 41% (+8%) 3rd: 32% (-1%) 4th: 23% (-2%) 5th: 23% (No change) 6th: 22% (-1%)	2023 Spring (ENG) 2nd: 42% (+1) 3rd: 34% (+2) 4th: 33% (+10) 5th: 30% (+7) 6th: 34% (+12)	Fall 2023 (ENG) 2nd: 37% (-5% off compared to last spring)	2nd: 54% 3rd: 49% 4th: 38% 5th: 47% 6th: 39%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Fall 2021 Scores will be our baseline since all students were tested in person in a consistent test setting.	4th: 23%. 4th: 25% 5th: 32%*. 5th: 23% 6th: 24%* 6th: 23% *many students took this assessment from home	District 29%	District: 34% (+5)	3rd: 35% (+1% gain compared to last spring) 4th: 35% (+2% gain compared to last spring) 5th: 38% (+8% gain compared to last spring) 6th: 27% (-7% off compared to last spring) District 34% (At the same level as last spring) Spring 2024 2nd: 51% (+9% compared to last spring) 3rd: 35% (+1% compared to last spring) 4th: 32% (-1% compared to last spring) 5th: 39% (+9% compared to last spring) 6th: 32% (-2% compared to last spring)	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				District 37% (+3% compared to last spring)	
<p>Star Math All students will increase % at/above benchmark by at least 5% each year.</p> <p>*Fall 2021 Scores will be our baseline since all students were tested in person in a consistent test setting.</p> <p>Includes Kawana students 3-6</p>	<p>2021 Spring. 2021 Fall 1st: 46%* 1st: 65% 2nd: 32%*. 2nd: 31% 3rd: 31%* 3rd: 50% 4th: 23%* 4th: 29% 5th: 25%* 5th: 35% 6th: 38%* 6th: 33% *many students took this assessment from home</p>	<p>2022 Spring 1st: 42% (-23%) 2nd: 35% (+4%) 3rd: 39% (-11%) 4th: 26% (-3%) 5th: 40% (+5%) 6th: 36% (+3%) District: 36%</p>	<p>2023 Spring 1st: 58% (+16) 2nd: 53% (+18) 3rd: 40% (+1) 4th: 45% (+19) 5th: 36% (-4) 6th: 44% (+8) District: 47% (+11)</p>	<p>Fall 2023 1st: 66% (+8% gain compared to last spring) 2nd: 49% (-4% off compared to last spring) 3rd: 53% (+13% gain compared to last spring) 4th: 40% (-5% off compared to last spring) 5th: 46% (+10% gain compared to last spring) 6th: 41% (-3% off compared to last spring) District 48% (+1% compared to last spring) Spring 2024 1st: 65% (+7% compared to last spring) 2nd: 44% (-9% compared to last spring)</p>	<p>1st: 61% 2nd: 47% 3rd: 46% 4th: 38% 5th: 40% 6th: 53%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				3rd: 59% (+19% compared to last spring) 4th: 39% (-6% compared to last spring) 5th: 43% (+7% compared to last spring) 6th: 47% (+3% compared to last spring) District 49% (+2% compared to last spring)	
English Learner Progress (CA Dashboard) All students will increase % of English Learners who progressed at least one ELPI level by at least 5% each year.	2021 ELPI 40.3 (LOW) 2021 Percent of English Learners at Levels 3 = 36% (81 students) 2021 Percent of English Learners at Level 4 = 15.56% (35 students)	English Learner Progress Indicator will be calculated in Fall 2022 2021 = ELPI 40.3 (LOW) 2022 Percent of English Learners at Level 3 = The ELPI has combined levels 1-3 on the CA Dashboard 2022 Percent of English Learners at Level 4 = 2.5%	English Learner Progress Indicator will be calculated in Fall 2023 2022 = ELPI 54.9 (MEDIUM) 2.5% ELs maintained ELPI Level 4 27.9% ELs maintained ELPI Levels 1, 2L, 2H, 3L, 3H 17.2% ELs decreased at least one ELPI Level	English Learner Progress Indicator (ELPI) 583 EL students 2023 = 50.8% making progress (-4.1%) 1.2% ELs maintained ELPI Level 4 32.2% ELs maintained ELPI Levels 1, 2L, 2H, 3L, 3H 16.6% ELs decreased at least one ELPI Level	English Learner Progress Indicator will be 55.3 or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Reclassification Rate</p> <p>The % of reclassified EL students will increase by at least 5% each year.</p>	<p>2020--21</p> <p>Reclassification rate (CDE DataQuest)</p> <p>Bellevue: 8.9%</p> <p>Kawana: 7.7%</p> <p>Meadow View: 6.6%</p> <p>Taylor Mountain: 9.6%</p> <p>Bellevue Union 8.2%</p>	<p>2021-2022</p> <p>Reclassification Rate (CDE DataQuest)</p> <p>Bellevue: 10.9% (+2%)</p> <p>Kawana: 5.6% (-2.1%)</p> <p>Meadow View: 7.5% (.9%)</p> <p>Taylor Mountain: 11.6% (+2%)</p> <p>Bellevue Union 9.2% (+1%)</p>	<p>The 2022-23</p> <p>Reclassification Rate is forthcoming but as of 6/15/23, 121 students have been redesignated.</p> <p>Bellevue: 23 students</p> <p>Kawana: 18 students</p> <p>Meadow View: 42 students</p> <p>Taylor Mountain: 38 students</p>	<p>The 2023-24</p> <p>Reclassification as of 5/28/24, students have been redesignated.</p> <p>Bellevue: 32 students (+9 student compared to last spring)</p> <p>Kawana: 13 students (-5 students compared to last spring)</p> <p>Meadow View: 34 students (-8 students compared to last spring)</p> <p>Taylor Mountain: 25 students (-13 students compared to last spring)</p> <p>2023-24</p> <p>Reclassification rate (CDE DataQuest)</p> <p>Bellevue: 10.1%</p> <p>Kawana: 7.3%</p> <p>Meadow View: 9.0%</p> <p>Taylor Mountain: 16.0%</p> <p>Bellevue Union 10.9%</p>	<p>2023 Reclassification rate (CDE DataQuest)</p> <p>Bellevue: 23.9%</p> <p>Kawana: 22.7%</p> <p>Meadow View: 21.6%</p> <p>Taylor Mountain: 24.6%</p> <p>Bellevue Union 23.2%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of the Standards including EL access to ELD standards (Local Indicator)	Standard Met	Standard Met	Standard Met	Standard Met	"Standard Met"
Instructional Materials Will maintain 100% of students with access to their own copies of standards-aligned instructional materials for use at school and home.	100%	100%	100%	100%	Maintain 100%
# of Williams Complaints	0	0	0	0	0
Highly Qualified Teachers (HQT) 100% of our teachers will meet the criteria of HQTs.	Standard Met	Standard Met	Standard Not Met; BUSD had 9 teachers who were not "Highly Qualified" during the 2022-23 school year.	"Standard Not Met": Bellevue Union School District has the following: Out of Field: 4 Intern: 5 Ineffective (i.e., provisional internship permits): 4	"Standard Met"
Misassignment of Teachers There will be no teachers misassigned.	Standard Met	Standard Met	Standard Not Met; BUSD had 9 teachers who were misassigned. The district worked closely with the misassigned teachers to ensure that they would meet all State certification	"Standard Not Met": Bellevue Union School District has the following: Out of Field: 4 Intern: 5 Ineffective (i.e., provisional internship permits): 4	"Standard Met"

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>and licensure requirements at the grade level and subject area in which they had been assigned in a timely manner.</p> <p>All BUSD teachers not appropriately credentialed were enrolled in the required credential program and received regular support and coaching. The teachers were approved by the Sonoma County Office of Education as being qualified to teach in the classroom while working towards certification.</p>		
<p>ESGI Math (Addition) All Kinder students will increase % at/above benchmark by at least 5% each year</p> <p>Change Metric to % of correct answers</p>	<p>2021 Spring K: 51.7%** (Data gap for KS and SD)</p>	<p>2022 Spring (Trimester 2) K: 88% K: 82% (SPAN)</p>	<p>2023 Spring Kindergarten Results</p> <p>Kawana Springs (42 of 65 tested): 81% correct Bellevue (48 of 84 tested): 100% correct Meadow View (58 of 98 tested): 85% correct</p>	<p>2024 Spring Kindergarten Results</p> <p>Bellevue 93% correct Kawana 72% correct Meadow View 85% correct Taylor Mountain 94% correct</p>	<p>66.7%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Taylor Mountain: (47 of 75 tested): 90% correct		
Star Early Literacy Spanish All 1st Grade DI students will increase % at/above benchmark by at least 5% each year.	1st: 25%*. *many students took this assessment from home 2021 Fall (SPAN) 1st: 21% 2nd: 23% 3rd: 36%	2022 Spring 1st: 15% (-6%) Students transition to the Star Reading Assessment in Spanish for grades 2 and beyond	2023 Spring 1st: 15% (+0) Students transition to the Star Reading Assessment in Spanish for grades 2 and beyond	2023 Fall 1st: 29% (+14% compared to last spring) Students transition to the Star Reading Assessment in Spanish for grades 2 and beyond Spring 2024 1st: 31% (+16% compared to last spring)	40%
Star Reading Spanish All 2nd-6th Grade DI students will increase % at/above benchmark by at least 5% each year. *Fall 2021 Scores will be our baseline since all students were tested in person in a consistent test setting.	2021 Spring 2nd: 33%* 3rd: 10%* 4th: 33%* 5th: N/A 6th: N/A *many students took this assessment from home 2021 Fall (SPAN)** 2nd: 22% 3rd: 21% 4th: 6%	2022 Spring 2nd: 5% (-17%) 3rd: 16% (-5%) 4th: 8% (+2%) 5th: 22% (+1%) 6th: 27% (Discrepancy with data 2021) Kawana Springs: 12%	2023 Spring 1st: 25% (+20) 2nd: 8% (-8) 3rd: 11% (-5) 4th: 29% (+21) 5th: 17% (-5) 6th: 43% (+16) Kawana Springs: 22% (+10%)	Fall 2023 (SPAN) 2nd: 51% (+26% compared to last spring) 3rd: 17% (+9% compared to last spring) 4th: 12% (-17% compared to last spring) 5th: 36% (+19% compared to last spring)	2nd: 48% 3rd: 25% 4th: 48% 5th: 32% 6th: 37%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	5th: 21% 6th: 100% **Many students not tested			6th: 35% (-8% compared to last spring) Kawana Springs: 30% (+8% compared to last spring) Spring 2024 2nd: 42% (+34% compared to last spring) 3rd: 27% (+16% compared to last spring) 4th: 14% (-15% compared to last spring) 5th: 39% (+22% compared to last spring) 6th: 48% (+5% compared to last spring) Kawana Springs: 30% (+8% compared to last spring)	
Star Math Spanish All K-2 Grade DI students will increase % at/above	2021 Spring. 2021 Fall 1st: 40%* 1st: 47%	2022 Spring 1st: 30% (-17%) 2nd: 22% (-1%)	2023 Spring 1st: 47% (+17) 2nd: 38% (+16)	2023 Fall (SPAN) 1st: 7% (+23% compared to last spring)	1st: 55% 2nd: 75% 3rd: 29% 4th: N/A 5th: N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
benchmark by at least 5% each year.	2nd: 60%* 2nd: 23% 3rd: 14%* 3rd: 26% 4th: N/A 5th: N/A 6th: N/A *many students took this assessment from home	3rd: Transitions to testing Math in English	3rd: Transitions to testing Math in English	2nd: 60% (+22% compared to last spring) 3rd: 40% (Transitioned to Math in Spanish this year) Spring 2024 1st: 27%% (-20% compared to last spring) 2nd: 53% (+15% compared to last spring) 3rd: 44% (+4% compared to fall)	6th: N/A
ESGI Spanish DI (Letter/Sounds Report Card Mark of 3-4)* Change Metric to % of correct answers	2021 Spring K: 52%	2022 Spring K: 72%	2023 Spring K 87%	2023 Fall K 73% (-14 compared to last spring) 2024 Spring K 91% (+4% compared to last spring)	67%
Broad Course of Study Including Programs Developed and Provided to Unduplicated Pupils and Students with Exceptional Needs	Standard Met	Standard Met	Standard Met	Standard Met	"Standard Met"

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The District's Chronic Absenteeism Rate will decrease by 3% annually	2020-2021 318 Students were chronically absent = 20.1%	2021-2022 Chronic Absenteeism Rate = 43.8%	The 2022-23 Chronic Absenteeism Rate is forthcoming. The 2021-2022 Chronic Absenteeism Rate as a point of comparison = 43.8%.	2022-23 Chronic Absenteeism Rate is 19.99%. Declined 21.81%	The chronic absenteeism rate will decrease by 9% in year 3 of the LCAP cycle.
The District's Attendance Rate will increase by 3% annually	Due to the challenges of the COVID Pandemic, school attendance rates have experienced a significant decline. Information was not reported on the CA Dashboard in 2020-2021.	Baseline Data: 2021-2022= 87.48% Average Days Absent: 18.3 Excused Absences: 72.9% Unexcused Absences: 23.9%	The Attendance Rate data for the 2022-23 as of 4/26/23 = 90.62%	The Average Attendance Rate for 2023-2024 (as of 5-14-24): District: 93.0% (+2.38%) Bellevue: 92.9% Kawana: 93.2% Meadow View: 92.9% Taylor Mountain: 93%	The attendance rate will increase by 9% in year 3 of the LCAP cycle.
The Suspension Rate will be maintained at 0% or decrease by 3% annually	2020-21 Percent of Students Suspended with One Suspension District: 0.0%	2021-2022 Suspension Data District Suspensions: 31 Site Suspensions: Bellevue - 12 Kawana Springs - 3 Taylor Mountain - 16 Meadow View - 0	2022-2023 Suspension Data will be forthcoming District Suspensions: 38 Site Suspensions: Bellevue - 8 Kawana Springs - 5 Taylor Mountain - 14 Meadow View - 11	Suspension data up to 1-31-24 District Suspensions: 18 (-20) Site Suspensions: Bellevue - 3 (-5) Kawana Springs -4 (-1) Taylor Mountain - 12 (-2)	The district will maintain 0 suspensions in year 3 of the LCAP cycle.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Meadow View - 24 (+13)	
The Expulsion Rate will be maintained at 0% or decrease by 3% annually	2020-21 Expulsion Rate District: 0.0%	2021-2022 Expulsion Rate District: 0.0%	2022-2023 Expulsion Rate District: 0.0%	Expulsion Rate 0.0%	The district will maintain 0 expulsions in year 3 of the LCAP cycle.
The percentage of students, parents, and staff who report a sense of school safety and connectedness through a district survey will increase by 5% annually.	Baseline Data Coming in the 2021-22 School Year	YouthTruth Survey administered to 1453 respondents across multiple educational partners including parents, students, and staff. Engagement for Families: (School Connectedness) = 73% School Safety for Families: 67% Belonging for Students: (School Connectedness) = 52% Relationships for Students (School Safety)= 75% Culture for Staff (School Connectedness) = 70%	2022-23 YouthTruth Survey administered to 1501 respondents across multiple educational partners including parents, students, and staff. Engagement for Families: (School Connectedness) = 76% School Safety for Families = 64% Belonging for Students: (School Connectedness) = 27% Relationships for Students (School Safety)= 73% Culture for Staff (School Connectedness) = 74%	2023-2024 YouthTruth Survey administered to 1400 respondents across multiple educational partners including parents, students, and staff. Engagement for Families: (School Connectedness) = 74% (-2%) School Safety for Families = 64% (no change) Belonging for Students: (School Connectedness) = 32% (+5%) Relationships for Students (School Safety)= 73% (no change)	The percentage of students, parents, and staff who report a sense of school safety and connectedness will increase by 15% at the end of the LCAP cycle.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Relationships for Staff (School Safety) = 85%	Relationships for Staff (School Safety) = 87%	Culture for Staff (School Connectedness) = 75% (+1%) Relationships for Staff (School Safety) = 91% (+4%)	
The Percent of Students Meeting A-G Requirements	N/A	N/A	N/A	N/A	N/A
The Percent of Students Who Have Successfully Completed CTE Course Requirements	N/A	N/A	N/A	N/A	N/A
The Percent of Students Who Have Completed Either A-G or CTE Course Requirements	N/A	N/A	N/A	N/A	N/A
The Percent of Students Demonstrating College Preparedness	N/A	N/A	N/A	N/A	N/A
The Percent of Students Who Passed an AP Exam	N/A	N/A	N/A	N/A	N/A
High School Graduation Rate	N/A	N/A	N/A	N/A	N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Drop Out Rate	N/A	N/A	N/A	N/A	N/A
Middle School Drop Out Rate	N/A	N/A	N/A	N/A	N/A

Goal Analysis

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

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

A lot of professional development was provided this past school year to build teacher capacity in teaching language arts using Guided Language Acquisition (GLAD) and Number Talks and Counting Collections. In addition, lots of time and resources were provided to work towards a guaranteed and viable curriculum. All grade levels focused on identifying the math priority standards, unpacking them to understand the learning targets, and working towards defining trimester benchmark expectations and assessments in the area of math. A substantive difference in planned actions and actual implementation fell in the area of providing full GLAD training to all teachers. Based on district funds, BUSD could only fully train Kindergarten through third grade teachers instead of all teachers.

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

As a result of financial challenges, TK and fourth through sixth grade teachers were not fully trained in GLAD. In addition, BUSD was not able to move forward with the adoption of a NGSS Science curriculum as planned.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The professional development and coaching provided in the area of math was the most effective as evidenced in the Star Math results. Although not everyone was GLAD trained, some of the teachers trained, immediately put their learning into practice and supported language acquisition through literacy. The TOSAs and additional Lit. Paras and IAs helped to support the most struggling readers in their respective schools and although none of the schools or grade level met the desired outcome identified, most students made gains. See analysis:

ELA CAASPP: No data to report yet

Math CAASPP: No data to report yet

Star Early Literacy:

Students made a very slight improvement, moving from 52% at the benchmark goal to 55% at the benchmark goal in Spring 2024. BUSD did not reach the desired outcome of 98% at or above benchmark.

Star Early Literacy Spanish:

First graders at Kawana moved from 15% meeting the benchmark last spring to 31% meeting the benchmark this spring, a 16% gain. However, Kawana did not meet the desired outcome identified in the LCAP.

ESGI:

Taylor Mountain made the greatest growth in letter/sound recognition moving from 69% to *93% correct - a 24% gain from last spring. Bellevue also improved, moving from 75% to 87% correct—a 12% gain from last spring. Meadow View's score declined by 3% correct. None of the BUSD schools reached the desired outcome goal of 100% correct.

ESGI Spanish DI:

Kawana's Kindergarten students exceeded the 67% correct desired outcome for 2023-2024 in letter/sound correspondence. This year's kindergarten students scored 91% correct.

Star Reading:

All 2nd, 3rd, 4th, 5th, and 6th-grade students from all sites except Kawana take the Star Reading test in English. The third and fifth-grade students made slight gains compared to last spring. However, fourth and sixth-grade students' scores declined. As a district, 37% of the district's students who took the Star Reading met the benchmark, 3% more compared to last spring. None of the BUSD grade levels reached the desired outcome identified in the LCAP.

Star Reading Spanish:

Second through sixth grade Kawana students take the Star Reading in Spanish. All grade levels except fourth grade made gains in the percent of students meeting the benchmark. However, only 3rd, 5th and 6th grade met and exceeded the desired outcomes for 2023-24 school year.

ESGI Math:

All schools exceeded the desired outcome of 66.7% for 2023-2024 in the area of addition.

Bellevue 93% correct

Kawana 72% correct

Meadow View 85% correct

Taylor Mountain 94% correct

Star Math:

All first through sixth grade students from all sites, including Kawana's 4th-6th grade students take the Star Math test in English. All grades except 2nd and 4th made gains in their outcome data. Second and fourth grade scores declined. Third grade students made the most significant gains moving from 40% meeting the benchmark last spring to 59% of them meeting the benchmark this spring. Overall as a district

49% of students met the benchmark, 2% more than last spring. First grade exceeded the desired outcome for 2023-2024 by 4%. Third grade exceeded the desired outcome for 2023-2024 by 13%. Fourth grade exceeded the desired outcome by 1%. Fifth grade students exceeded the desired benchmark by 3%. Second and sixth grade did not meet the desired outcomes.

Star Math Spanish:

First through third grade students at Kawana take the Star Math in Spanish. Second and third grade made gains in their performance compared to last spring. First grade student scores declined this year compared to last. However, only third grade met and exceeded the desired outcome for 2023-24.

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

BUSD needs to continue to monitor and support the implementation of GLAD strategies (BUSD Instructional Framework). In the area of math, coaching and support should continue to be an emphasis to build on teachers' understanding and comfort level with number talks, counting collections, and other open tasks or problem-solving opportunities. Grade levels will define or enhance their common assessments in both language arts and math in order to collaborate around student learning.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.1: Increase Parent Engagement by 5% based on attendance rosters at District Events (i.e. ELAC, DELAC, Strategic Planning Meetings, Parent Meetings, Family Events)	.06% (approximately)	The current Metric is challenging. Moving forward we will use the YouthTruth Survey data. This year parents scored BUSD higher than 73% (blue) of other schools in the comparative dataset, which indicates that BUSD families view the degree to which families are engaged in their school and empowered to influence decision making as a strength.	In the 2022-2023 administration of the Youth Truth survey, parents scored BUSD higher than 76% of other schools in the comparative dataset of Engagement, which indicates that BUSD families view the degree to which families are engaged in their school and empowered to influence decision making as a strength.	In the 2022-2023 administration of the YouthTruth Survey, parents scored BUSD higher than 74% of the schools in the comparative dataset of Engagement, which indicates that BUSD families view the degree to which families are engaged in their school and empowered to influence decision making as a strength. This declined by 2% this year.	80% of Families score Engagement as a strength for the district

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.1 Increase effective parent communication	20% participation in surveys	Goal Met Year 1: 39% of our 1461 students' families participated in our first YouthTruth Parent Survey this 2021-2022 school year.	Goal Met Year 2: 48% of our 1215 students' families participated in the second administration of the Youth Truth Parent Survey during the 2022-2023 school year.	Goal Met: There were 1400 respondents across multiple stakeholder groups and/or school levels at Bellevue Union School District. The overall response rate was 62%	35% participation in surveys
2.1 Increase Parent Education Opportunities by Adding Additional Trainings Annually and Partnering with SRJC to Provide Adult Education Courses On Site	Currently Parent Education consists of regular ELAC/DELAC meetings only	~10 parents attended the positive parenting class provided by CPI.	The district was unable to retrieve the number of parents who attended the fall semester due to FERPA issues. Additional trainings to support parents with partnering with the district were held at sites, and the Santa Rosa Junior College offered 3 courses in the fall and 4 courses in the spring.	The district was unable to retrieve the number of parents who attended the fall semester due to FERPA issues. Additional trainings to support parents with partnering with the district were held at sites, and the Santa Rosa Junior College offered 3 courses in the fall and will offer 3 courses in spring 2024.	The percentage of parents enrolling and attending classes will increase by 10% annually.
2.2 Build stronger relationships with Key Educational Partners	District will utilize the YouthTruth Survey to measure feelings of connectedness to school and the degree to which educational partners feel they are	The 2021-2022 YouthTruth Survey Data Results indicate that 75% of students, 89% of parents, and 85% of staff reported	The 2022-2023 YouthTruth Survey Data Results indicate that 73% of students, 88% of parents, and 87% of staff reported	The 2023-24 YouthTruth Survey data results indicate that 74% of students (+1%), 89% of parents (+1%) , and 91% of staff (+4%) reported	Educational Partner perceptions through the administration of the YouthTruth Survey regarding school connectedness and degree to which they

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	involved in decision making	positive relationships with their school. 73% of Parents reported that they felt involved in decision making.	positive relationships with their school. 76% of Parents reported that they felt involved in decision making.	positive relationships with their school. 74% of Parents (-2%) reported that they felt involved in decision making.	feel involved in decision making will increase by 15% in positive responses in year 3 of the LCAP
2.2 Continue to Implement Positive Behavior Interventions and Supports (PBIS) Frameworks to Reduce Discipline and Suspensions by 3% Annually	The District's behavior management system is being enhanced collaboratively with key educational partners	All staff will be trained in Character Strong. School counselors, psychologists, and other school staff may be trained or retrained in PBIS. Key staff will need to be trained in SWIS as well for tracking behavior and discipline. In the YouthTruth Survey Parents ranked BUSD higher than 75% of other schools in the comparative data set for the question, "Is Discipline Fair?" Teachers ranked this question 63% 52% of students reported feeling welcomed at their school and 75% of students reported that	All staff were trained in Character Strong during district professional development prior to the start of the school year. School counselors, psychologists, and other school staff may be trained or retrained in PBIS. Key staff will need to be trained in SWIS as well for tracking behavior and discipline. In the YouthTruth Survey Parents ranked BUSD higher than 69% of other schools in the comparative data set for the question, "Is Discipline Fair?" Teachers ranked this question 60%.	All certificated staff received training in PBIS. The SWIS system has been in the process of reimplementation. Additional staff members have been trained on how to enter the data. Faculty and staff were retrained on the referral form. SWIS data has been consistently collected at one site. This will move to a district wide implementation in early April.	Increase students' sense of belonging and relationships on the YouthTruth Survey by 9% and fully implement PBIS and the SWIS data system.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		they feel they receive support and personal attention from their teachers.	27% of students reported feeling welcomed at their school and 73% of students reported that they feel they receive support and personal attention from their teachers.		
2.2 Increase Visual and Performing Arts (VAPA) offerings and increase the percentage of students attending offerings by 10% annually	Violin Program at one site Chorus at all sites	Violin program grew to two sites and chorus continues at all sites. In the 2021-2022 school year, 27 students across 4 sites participated in the violin program and 109 students participated in the chorus program.	There was a significant increase in the performing arts offerings at all four of the school sites. The district contracted with a number of musical professionals to provide a variety of choral and instrumental offerings to all students and grade levels. In the 2022-23 school year, 0 students across the 4 sites participated in the violin program due to the District's inability to hire an instructor, and approximately 15 students participated in the chorus program.	All BUSD Students have experienced the following this school year: TK-3: Lower grade music 6th Grade: Digital music and song writing 4th-5th Grade: Marimba during school 6th Grade: Marimba after school	Student attendance in VAPA offerings will increase by 30% at the end of the LCAP cycle.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>In the 2023-24 school year, BUSD will offer the following Visual and Performing Arts programs:</p> <p>TK-3: Lower grade music 6th Grade: Digital music and song writing 4th-5th Grade: Marimba during school 6th Grade: Marimba after school</p>		
<p>2.2 Provide additional sports programs and increase the percentage of students participating by 10% annually</p>	<p>Due to COVID no sports programs are available</p>	<p>Basketball teams were formed at all schools for the basketball program.</p> <p>Baseline data will be gathered in the 2022-23 school year</p>	<p>Basketball Participation</p> <p>Bellevue Boys' Team: 20 Girls' Team: 25</p> <p>Kawana Springs Co-ed Team: 20</p> <p>Meadow View Boys' Team: 20 Girls' Team: 19</p> <p>Taylor Mountain Boys' Team: 21 Girls' Team: 17</p>	<p>Basketball Participation</p> <p>Bellevue Boys' Team: 19 Girls' Team: 20</p> <p>Kawana Springs Co-ed Team: 21 (18 boys, 3 girls)</p> <p>Meadow View Boys' Team: 20 Girls' Team: 20</p> <p>Taylor Mountain Boys' Team: 20 Girls' Team: 20</p>	<p>Sports programs at each site facilitated by a sports leader</p> <p>Student attendance in sports offerings will increase by 30% at the end of the LCAP cycle.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Addition: Volleyball, Girls on the Run	Addition: Volleyball (58 girls total from BV, MV, TM), Girls on the Run (22 girls total from KS and MV)	
2.3 Provide Additional Social Emotional Support to increase group sessions for students and increased classroom presentations.	0 District School Counselors	BUSD hired 4 school counselors. One for each site.	BUSD continued to employ 4 school counselors.	BUSD continued to employ 4 school counselors, 1 per site. Counselors provide classroom guidance, small group intervention and individual counseling.	4 school counselors, 1 per site
2.4 Improve Learning Environments in order to ensure all students have access to optimal learning environments and facilities as measured by the FIT (Facilities Inventory Tool) maintaining "Good Repair Standards"	2020-2021 FIT survey reported all schools met "Good Repair Standard"	2021-2022 FIT survey reported all schools met "Good Repair Standard"	2022-23 FIT survey reported all schools met "Good Repair Standard"	2023-24 FIT survey reported all schools met "Good Repair Standard"	All schools will continue to maintain "Good Repair Standard"
2.5 Increase School Attendance Through Home to School Transportation as measured by a decrease in the chronic absenteeism rate by 2% annually.	Chronic Absenteeism Rate: 20.1%	2021-2022 Chronic Absenteeism Rate: 43.8%	The 2022-2023 Chronic Absenteeism Rate: 33%	In addition to transportation, the district has implemented additional measures to reduce chronic absenteeism through the district family engagement facilitator	The chronic absenteeism rate will decrease by 6%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				and contractor support. Chronic Absenteeism Rate: 23% thus far for the 23-24 school year. FY Data for Attendance rate through 5-14-24: District - 93.0% BV -92.9% KS - 93.2% MV - 92.9% TM - 93.0%	

Goal Analysis

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

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

BUSD provided a great deal of professional development in Trauma Informed Practices. All certificated staff were also trained in PBIS. BUSD is reimplementing the SWIS system for data collection. All school counselors support the implementation of the BUSD Social-Emotional Curriculum, Character Strong. All students experienced music through singing, piano, and/or Marimba lessons. BUSD provided additional sports programs to encourage student engagement. School counselors also provided individual counseling sessions, group sessions, classroom guidance, and support, and supported the schools' Safe School Ambassador program. BUSD hired a district family engagement facilitator and a contractor to address chronic absenteeism.

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

There were no material differences between the budgeted expenditures and estimated actual expenditures or planned percentages of improved services and estimated percentages of improved services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

All actions proved to be effective in progressing toward increasing connectedness, involvement, and positive School Environments. Although the YouthTruth Survey indicated a decline in the percentage of families that feel engaged, more families attended school-sponsored events, and participation in committees such as ELAC and DELAC also improved.

All students participated in music instruction through song, marimba, or piano. Chronic absenteeism decreased by 10%, from 33% to 23%. The District Family Engagement Facilitator and the consultant hired had a laser focus on attendance and made contact with families by phone and home visits to provide support to get students to school. The 4 school counselors also played a role in improving attendance through their focus on social-emotional support. They provided individual services to 152 students, group services to 73 students, classroom guidance lessons to all classrooms in the district, and supported 129 students as part of the Safe School Ambassadors program.

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

BUSD will improve student learning through experiential learning. We will build on existing classroom management strategies to further maximize instructional time for learning. BUSD will build on existing strategies to create safe and welcoming environments that foster a sense of belonging and will expand/build on existing structures that support family engagement and belonging.

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

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

School Year

2023-2024

Date of Board Approval

LEA Name

Bellevue Union School District

CDS Code:

70615

Link to the LCAP:

(optional)

www.busd.org

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

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

Alignment

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

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

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

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

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

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

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

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

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

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

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

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

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

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

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

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

Educator Equity Data Tables available [here](#).

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

However, a summary analysis of teacher-student data demonstrates an educator equity gap in Bellevue Union School District. Bellevue Union School District employs 99.425 certificated staff across four schools (Bellevue, Kawana Springs, Meadow View and Taylor Mountain) and an Early Learning Center (ELC) that serves 1,551 students in grades Preschool-grade 6.

Three of the sites offer a traditional learning program and one school, Kawana Springs, is a Dual Immersion school with an enrollment about 100 students fewer than the other three schools (273 compared to 382 (Bellevue), 391 (Meadow View), and 416 (Taylor Mountain)). The school also has 20.4 certificated FTE compared to 24.375 (Bellevue), 29 (Meadow View), and 25.6 (Taylor Mountain) at the other sites. The ELC has 5 certificated FTE.

The number of minority and low-income students at each site was entered onto a spreadsheet and compared to the number of ineffective, inexperienced, and/or out-of-field teachers. While minority students are distributed evenly across all four school sites at an average of 91%, there is a disparity across the sites for low-income students: Kawana Springs at 72% and the other three sites at 81, 83 and 86% respectively.

Bellevue Union School District then conducted an Equity Gap Analysis by reviewing student data from DataQuest, CALPADS, and the California Statewide Assignment Accountability System (CalSAAS) report for 2023-2024, with

teachers' credentials and assignments data derived from 2023-2024 permits, waivers and local assignment options identifying teachers authorized by a limited emergency permit (i.e. Provisional Internship Permit, Short Term Staff Permit, Variable Term Waivers, Substitute Permit, and Teacher Permit for Statutory Leave holders serving as teachers of record) as well as the and/or out-of-field teachers throughout the District.

The analysis indicated that the District has narrowed the disparity between Kawana Springs (11%) and Bellevue (4%), versus Meadow View (1%) and Taylor Mountain (1%). Additionally, there is a reduced disparity in the percentage of ineffective teachers amongst the four sites: Kawana (9%) Bellevue and Meadow View (6%) and Taylor Mountain (3%). Data show that minority and low-income students are taught at higher rates of inexperienced and ineffective teachers at Kawana Springs than at other schools.

At Kawana, only five of fifteen (33%) of teachers are fully qualified by a BCLAD or BASP authorization to teach Dual Immersion, another 26% hold a preliminary BCLAD or BASP (4) or an emergency Bilingual Authorization Permit (1).

The assignment of inexperienced teachers to Special Education classrooms is also an issue that the District continues to face. Turnover in our Special Day Class teaching staff is almost 50%. While greater than 98% of teachers assigned to general education classrooms have a preliminary or clear credential in each of the last four school years, only 26% of Special Education teachers have held a preliminary or clear credential during the same time frame.

However, 59% of staff who are not fully credentialed are enrolled in intern programs (5), as opposed to serving under a Short-Term Staff Permit or Provisional Internship Permit (4). Bellevue also gathered anecdotal data including interviews with staff starting their career, career educators, and our retirees to determine factors that impacted their decision to teach, credentialing, and location.

Prior to 2019, educator retention averaged 9.5 years with over 55% of staff employed six or more years. Between 2019-2021 retention was steady, mostly due to COVID, as staff did not want the uncertainty of unemployment or changing careers during the pandemic. In 2021-2022, about 15% of staff resigned from the district. In 2022-23 14% resigned, primarily in Special Education and inexperienced and ineffective teachers have filled these vacancies.

There are several conditions and policies that may contribute to Bellevue's Educator Equity data that include: an educator shortage and poor reputation of education across the country, specifically in "hard to fill" positions such as Special Education and Bilingual Education, the lack of viable options for tenured and experienced teacher to earn a special education credential, districts including Bellevue, not providing salaries that keep up with the higher cost of living in Sonoma County versus other California cities and/or states, a fear of the area being an on-going high risk for additional fires and insurance companies refusing to insure new homes, and continued loss of viable candidates due to COVID interrupting or stopping credential program participation, and anecdotally, a hypothesis about how the location of Bellevue and Kawana Springs on the East side of the District, split by Highway 101, and Meadow View and Taylor Mountain contributes to discrepancies in educator equity amongst the four schools is considered when postings for vacancies at Bellevue and Kawana remain open longer than the other two schools.

Bellevue has implemented multiple strategies to ensure that we significantly reduce and/or eliminate low income and minority students being taught at higher rates than other students by inexperienced, unqualified and/or out of field teachers.

These strategies continue to include: BUSD will conduct an Equity Gap Analysis on an annual basis and if continual inequities are found, the District will engage educational partners through surveys and meetings to identify strategies to address gaps. District Human Resource staff will continue to engage in Assignment Monitoring and ESSA Compliance training to educate staff on alternative credential options and to provide guidance to teachers and administrators regarding renewal requirements that teachers must fulfill prior to the expiration of their document, and work with site staff to assign teachers only to areas where they are ASC (appropriately state certified). To grow recruitment HR will also collaborate with local colleges and universities to provide pre-student teaching and student teaching experiences, and following student teaching experiences have principals meet with the candidates to provide information on applying for substitute and contract positions with the district. BUSD will continue to collaborate with local colleges and universities for BUSD administrators to serve in "mock interviews" for teaching candidates, speak to credential program students about the interview process and to participate in Job Fairs specific to candidates earning a BCLAD or Education Specialist credential.

Additionally, openings are advertised on Ed Join, Indeed, LinkedIn, Handshake and Los Cien, a non-profit promoting pride and equity for Latinos in Sonoma County. Retention of teachers is promoted as federal loan forgiveness advertised for teachers in schools Title 1 schools for 5 years.

Bellevue also covers the cost of tuition for any staff enrolled in a special education credential program.

The work of our principals is also crucial for the retention of new and novice teachers in BUSD. The superintendent leads the work of principals to build their capacity to support teachers. The Superintendent facilitates monthly Educational Leadership meetings, weekly group principal meetings, and principal one-on-one meetings, all of which are used to look at data and address teacher capacity to meet the needs of low income and minority students.

To promote the retention of teachers and develop their growth in the teaching profession, principals facilitate observation opportunities of effective/experienced teachers to new teachers and provide weekly small group and whole staff professional development and training specific to supporting Second Language Learners and students with special needs.

The department of Curriculum and English Learners promotes retention with an induction program in partnership with Sonoma County Office of Education North Coast School of Education, where experienced teachers serve as mentors for newly hired teachers and those in long term substitute positions and teachers serving under a Provisional Internship Permit or Short-Term Staff Permit.

The department has also launched a series of targeted professional development for new teachers where they meet to discuss their progress, ask questions and engage in problem solving in a safe space and can receive more individual and small group support. HR and principals also collaborate with union representatives to gather input, feedback, and suggestions on recruitment and retention strategies.

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

Term	Definition
Ineffective teacher	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none"> • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits

	Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i> , Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

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

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

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

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

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

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

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

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))

6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

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

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

Bellevue Union School District gives priority to our Foster Youth in intervention and enrichment opportunities beyond the school day such as afterschool tutorials and the COOL School program. We also encourage families to register for summer school offerings.

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Student Transitions

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

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

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

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program ESSA SECTION 1423(3)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions ESSA SECTION 1423(4)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs ESSA SECTION 1423(5)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

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

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

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

Prioritizing Funding

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

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

Address these questions:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Bellevue Union School District prioritizes sites identified for targeted support through Differentiated Assistance (DA). However, in 2023-24, BUSD exited out of DA. Nonetheless, all BUSD schools will address red areas identified in the CA Dashboard through a plan that specifies professional development for staff and administrators to build capacity for improved instruction. Instructional strategies that focus upon the identified areas of need, mathematics, and English Language Arts, as well as an action plan to address Chronic Absenteeism, will be established and monitored.

Data and Ongoing Consultation to Support Continuous Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

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

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

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

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

Complete responses will:

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

To support English Language Development, the Bellevue Union School District provides ongoing professional development in the area of language acquisition. The five district Teachers on Special Assignment (TOSAs) and Kindergarten through third-grade teachers have been trained in Guided Language Acquisition Design (GLAD) strategies, and TK and fourth through sixth-grade teachers as well as administrators, have been introduced to these strategies. BUSD is committed to having all teachers use GLAD strategies by providing ongoing professional development. In addition, BUSD has partnered with the Sonoma County Office of Education Multilingual Services Department. The district attends trainings and is part of the Multilingual Collaborative that meets quarterly to learn best practices and collaborate with educators serving English Language Learners and Migrant Youth throughout the county. Next year, Essential Skills will be used to support newcomer students and Lexia English was purchased to support multilingual students, specifically LTELs.

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

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

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

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Title IV, Part A Needs Assessment

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

Well-rounded Education Opportunities (ESSA Section 4107)

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

Bellevue Union School District has red areas to address on the CA Dashboard:

ELA for Students with disabilities,

Math for Students with disabilities, social-economically disadvantaged students, Hispanic, English Learner, and All students

English Learner Performance Indicator - All

Chronic Absenteeism - Students with Disabilities

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

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

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

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

Safe and Healthy Students (ESSA Section 4108)

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

BUSD will continue to use the YouthTruth Survey to measure how safe, connected and healthy students feel in school.

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

All four schools have school counselors to support students in individual, group or class sessions. In addition, counselors and teachers fully implement the new SEL curriculum, Character Strong. Counselors will also train and support students to be Safe School Ambassadors.

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

The YouthTruth Survey will be used to gauge the effectiveness of the actions and services.

Effective Use of Technology (ESSA Section 4109)

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

All students have access to a device and district adopted software to support learning in language arts, math, and language development. The Technology Committee convened this school year to create grade level technology standards for students which include digital citizenship and technology usage skills.

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

BUSD will use Common Sense Media and other resources to deliver lessons around data privacy, digital citizenship, and information literacy. In addition, the following activities will be included: Google slides presentation
Zoom meetings: share screen, share links
Flip grid video presentations: comments
Google docs writing
Watching videos

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

Teacher observations
Rubrics
Student feedback
Discussions

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

Date of LEA's last conducted needs assessment:

February 28, 2023

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

California Department of Education
February 2022

2024-25 Local Performance Indicator Self-Reflection

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

Introduction

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

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

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

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

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

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

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

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
23-24	107	99	4	5	4	0	0	0

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

Other Adopted Academic Standards

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

Rating Scale (lowest to highest):

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

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

Support for Teachers and Administrators

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

Rating Scale (lowest to highest):

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

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

Optional Narrative (Limited to 1,500 characters)

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

In the 2023-2024 school year, a great deal of emphasis was placed on building teacher capacity around math and science. District Grade Level Achievement Days were spent identifying the math priority standards and unpacking those to identify the multiple learning targets within each. Teachers received professional development throughout the year in Math for Love, Number Talks, and Next Generation Science Standards. They also received in class coaching by Math Specialists from SCOE and an outside math consultant. The Kindergarten through Third-grade teachers also received training and were certified in Guided Language Acquisition Design (GLAD).

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

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

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

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

Instructions

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

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

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

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

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

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

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

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

The use of Parent Square has facilitated greater communication between our families and the district, the school, and the classroom teacher.

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

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

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

To improve building relationships between school staff and families, the District will engage in professional development that builds teacher capacity to establish connections with their students and families. Staff will attend training sessions that foster creating positive learning environments and inclusive school cultures. The staff will experience training that details how to administer appropriate academic support and intervention, and how to respect and honor the diversity of our student body and community. Staff will continue to work diligently to ensure all campuses are inviting and welcoming. The District implements a social-emotional learning curriculum, where lessons throughout the school year focus on important character traits and attributes. The implementation of the curriculum will help students deal with conflict management, responsibility, and accountability. BUSD will also focus on building parent capacity to serve as leaders of site and district groups.

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

As a result of educational partner input and local data, the District will provide cultural competence and understanding of other backgrounds, nationalities, and cultures that represent less than 10% of the overall student population. The Family Engagement Facilitators will personally contact our underrepresented families and invite them to important meetings and events while encouraging unrepresented families to partner with the sites to best meet the individual needs of their children. All sites, including the District Office, have bilingual staff to assist students and families.

BUSD will also provide parent training around inclusive practices for students with disabilities.

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

Section 2: Building Partnerships for Student Outcomes

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

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

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

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

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

BUSD's strengths related to building partnerships for student outcomes include several actions to support students. Parent/Teacher conferences are held in grades TK-6 to discuss student academic progress and social development with parents and guardians. Sites utilize the Student Success Team (SST) model to meet with families if their child is struggling academically or socially, and parents are informed when it is determined that their child is classified as an English Language Learner, classified as a Long Term English Language Learner, and consulted when their child is reclassified for obtaining English proficiency. All school sites have opportunities for counseling services should students need additional social/emotional support. Students with disabilities are supported through the IEP (Individualized Education Program) process, and site and family teams work collaboratively to provide each child with his/her additional services to ensure academic and social progress.

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

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

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

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

Survey data has indicated there is a greater need for academic rigor, and to that end, the District will support and monitor the district's Instructional Framework to continue to build teacher capacity. In addition, the District will distribute information related to the use of district adopted adaptive programs in multiple languages.

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

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

The District will also utilize the Family Engagement Facilitators and parent meetings to help with creating a more thorough understanding on the part of parents regarding the reclassification of English learners, the challenges Long Term English Learners (LTEL) and students considered at-risk of becoming a Long Term English Learner will face as they progress through the grade levels, and how students can become eligible for four-year universities and entry into the workforce. The District will also build staff capacity around culturally responsive practices and the use of technology to ensure families and teachers can communicate in the families' home languages.

Section 3: Seeking Input for Decision-Making

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

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

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

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

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

BUSD considers gathering feedback and input from our educational partners for decision-making one of its major priorities. BUSD utilizes a robust communication system, office staff, and site and district newsletters to provide timely invitations to meetings that gather educational partner input and allow for data review and discussion opportunities. Through both District and school site committees, educational partners are encouraged to share their thoughts and concerns regarding how to improve the educational experience of the students. Numerous surveys are sent throughout the school year to help determine satisfaction or concern with the schooling system.

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

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

Data from the Youth Truth survey indicated that families reported "Communication & Feedback" as the greatest area of strength for the District, with a +2 percent change from 84% to 86%.

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

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

In addition, the District will increase its efforts to engage families in taking the YouthTruth Survey.

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

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

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Based on the January 2024 YouthTruth Survey results in the area of relationships (the degree to which students have strong, supportive relationships with their teachers), 74% of our students rated this area positively. This ranked relationships for BUSD in the 25-49th percentile when compared to other schools. This is a one percent gain compared to last year. When students were asked, "Does your teacher treat you with respect?" 83% of students answered positively, placing BUSD in the 25th-49th percentile rank. The percent change compared to last year was negative one percent. When asked, "Does your teacher care about you?" 73% of students responded positively, placing BUSD in the 0th-24th percentile. When students were asked the degree to which students experience an orderly, respectful, classroom environment, 19% of students responded positively, placing BUSD in the 25th-49th percentile. In the "Culture" section. When students were asked to which degree students feel welcome at their school, 32% responded positively, placing BUSD in the 25th-49th percentile. This was a +5 percent gain compared to last year.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

As the data relates to student perceptions of school safety and connectedness, BUSD strongest data point was in the area of relationships, where 74% of the students rated the degree to which students have strong, supportive relationships with their teachers positively. In this category of relationships, 83% of students said their teacher treats them with respect. A clear area of need was identified in the "Culture" section of the survey findings. Only 19% of students said they experience an orderly, respectful classroom environment. And, although this area jumped by 5%, only 32% of students said they feel welcome at their school.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

BUSD will continue to provide school counselors at all sites. Counselors will continue to support students with social emotional learning by providing whole class lessons using Character Strong. In addition, they will facilitate and support students in becoming Safe School Ambassadors. This is a proven anti-bullying and violence- prevention program. It is research-based and field tested. It focuses on social norms change and is designed to engage, equip and empower students as peacemakers to improve school climates. In addition, BUSD will provide professional development to build on existing classroom management strategies to further maximize instructional time for learning and to build on existing strategies to create safe and welcoming environments that foster a sense of belonging.

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

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

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

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

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

All students in the Bellevue Union School District have access to, and are enrolled in, a broad course of study. At Kawana Springs Elementary, the students are enrolled in a dual immersion Spanish program. Students in grades K-3 access the core content in Spanish with the exception of English Language Arts in grade 3, and transition to all core content in English in the 4th grade.

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

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

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

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

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

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

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

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

Rating Scale (lowest to highest):

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

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

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

Rating Scale (lowest to highest):

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

Bellevue Union School District

Agenda Item for Board Meeting of June 17, 2024

Agenda Category: Informational

Agenda Item Title: FY 2024-25 Budget and Statement of Reserves for Bellevue Union School District

Prepared By: Chris Kim, CBO

Background:

Per the requirements set forth in Ed. Code 42122, Article 2, the Bellevue Union School District's Fiscal Year 2024-25 Budget and Statement of Reserves was presented for public review starting on June 10, 2024. The information presented included insight into anticipated revenue, projected expenditures, and the District's estimated ending fund balance and reserve percentages for the subsequent two fiscal years.

Recommended Action:

None

Supporting Documents:

The Final Draft of the Budget Overview for Parents will be Presented Under Separate Cover

Bellevue Union School District

Agenda Item for Board Meeting of June 17, 2024

Agenda Category: Informational

Agenda Item Title: FY 2024-25 LCFF Budget Overview for Parents

Prepared By: Chris Kim, CBO

Background:

Education Code Section 52064.1 requires each school district, county office of education (COE), and charter school to develop the Local Control Funding Formula (LCFF) Budget Overview for Parents in conjunction with the Local Control and Accountability Plan by July 1 of each year. As California's school funding law, the Local Control Funding Formula (LCFF) is a way for schools to focus on student success. The LCFF requires school districts to involve parents in planning and decision-making as well as in developing Local Control and Accountability Plans (LCAPs). The Budget Overview for Parents is intended to help stakeholders better understand funding decisions included in the LEA's budget. The Budget Overview for Parents was presented for public review starting on June 10, 2024.

Recommended Action:

None

Supporting Documents:

- Final Draft of the Proposed Budget will be Presented Under Separate Cover.