

Bellevue Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Bellevue Elementary School
Street	3223 Primrose Ave.
City, State, Zip	Santa Rosa, CA 95407
Phone Number	707.542.5195
Principal	Nina Craig
Email Address	ncraig@busd.org
School Website	busd.org
Grade Span	K-6
County-District-School (CDS) Code	49706156051585

2025-26 District Contact Information

District Name	Bellevue Union Elementary School District
Phone Number	707.542.5197
Superintendent	Michael Kellison
Email Address	mkellison@busd.org
District Website	www.bUSD.org

2025-26 School Description and Mission Statement

Bellevue Elementary School is one of four TK-6 elementary schools in the Bellevue Union School District, nestled in scenic rural southwest Santa Rosa, California. We hold high standards for all our (approximately) 400 students, both academically and socially. Our staff work collaboratively to create a rich, challenging academic environment and educational program that addresses 21st Century Learning skills and California Common Core Standards for our diverse range of student strengths and needs. Our school community is dedicated to offering music for 3rd-6th graders in the form of playing the marimba during the school day. We are also committed to offering opportunities to develop critical thinking skills for TK-2nd graders in the form of STEAM activities multiple times a week. School-wide, we have created a positive school community, that provides our students and staff with a safe, supportive, and responsive environment. Bellevue has a large extended family, and the campus is host to

2025-26 School Description and Mission Statement

many programs and classrooms that serve our students and their families, including: AmeriCorp/CalSERVES volunteers serving as tutors and after school mentors, a Transitional Kindergarten Program, Move over Mozart, volleyball, and basketball.

Our credentialed staff includes 15 regular education classroom teachers, a Principal, 1 Speech Pathologist, Language and Hearing Specialist, 1 RSP Teacher, 3 Special Day Class Teachers, 1 Psychologist, 1 Counselor, and .5 STEAM Teacher. Our support personnel include an Office Manager, a Bilingual Family Engagement Facilitator, a part-time Nurse, 10 Special Education Instructional Assistant, 2 Custodians, 2 Kitchen staff, and 5 Student Supervisors. Bellevue Elementary offers before school day care and an after school program through AmeriCorps/CalSERVES. We provide Class Size Reduction (CSR) with class sizes at 24 or lower (on average) in grades TK-3. We have an active parent community dedicated to ensuring our Bellevue students have a high quality and well rounded elementary experience.

Bellevue Elementary School is committed to creating a challenging learning environment where students seek knowledge through inquiry, are motivated to learn, and achieve behavioral and academic goals. Staff make connections with all students and parents and use these relationships to accomplish individual and school-wide goals.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	74
Grade 1	53
Grade 2	55
Grade 3	51
Grade 4	50
Grade 5	53
Grade 6	46
Total Enrollment	382

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.9
Male	47.1
Asian	5.2
Black or African American	0.5
Hispanic or Latino	86.6
Native Hawaiian or Pacific Islander	0.5
Two or More Races	1
White	6
English Learners	50.5
Foster Youth	0.5
Homeless	4.5
Migrant	3.1
Socioeconomically Disadvantaged	82.7
Students with Disabilities	16

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.5	83.78	55.9	76.7	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1	1.37	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	7	9.6	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1	1.37	11953.1	4.28
Unknown/Incomplete/NA	3	16.22	8	10.97	15831.9	5.67
Total Teaching Positions	18.5	100	72.9	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.8	81.65	62.3	76.26	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	2	2.45	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	13.76	14.4	17.61	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11746.9	4.23
Unknown/Incomplete/NA	1	4.59	3	3.67	14303.8	5.15
Total Teaching Positions	21.8	100	81.7	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20	93.5	68.9	79.85	230039.4	100
Intern Credential Holders Properly Assigned	0	0	4	4.63	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.3	6.5	11.4	13.2	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1	1.16	12112.8	4.34
Unknown/Incomplete/NA	0	0	1	1.16	13705.8	4.91
Total Teaching Positions	21.3	100	86.3	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	1
Misassignments	0.00	2	0.4
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	3	1.3

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	8.6	8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2024
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Zaner-Bloser Happily Ever After TK, adopted 2012-2013 McGraw-Hill Wonders Reading and language arts program, adopted 2013-2014 McGraw-Hill Wonders K-6 Wonder for English Learners, adopted 2020-2021 Writing by Design, adopted 2022-2023 Edmark for students in our K-4 SH SDC classes.	0
Mathematics	McGraw-Hill My Math for students in grades Transitional Kindergarten to fifth, adopted 2014-2015 McGraw-Hill Glencoe California Math for students in sixth grade, adopted 2014-2015 McGraw-Hill Number Worlds mathematics program for fifth and sixth grade SDC students, adopted 2014-2015	0
Science	McGraw-Hill CA Science, adopted 2006-07	0
History-Social Science	McGraw-Hill Vistas, adopted 2007/2008	0
Health	Character Strong Social Emotional Learning Program, adopted 2022-2023	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

We have worked diligently to discover the various needs of our campus and have identified several projects that are planned to be addressed during the period of 2026-2030. We are in process of updating our 5-year facility plan (2026-2030) and incorporating any items remaining from prior facility plan.

Year and month of the most recent FIT report1/5/2026

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	36	30	29	26	47	48
Mathematics (grades 3-8 and 11)	28	27	20	18	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	202	194	96.04	3.96	30.41
Female	103	99	96.12	3.88	32.32
Male	99	95	95.96	4.04	28.42
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	181	173	95.58	4.42	29.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	89	82	92.13	7.87	10.98
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	141	133	94.33	5.67	25.56
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	21	20	95.24	4.76	0.00

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	202	200	99.01	0.99	26.50
Female	103	102	99.03	0.97	21.57
Male	99	98	98.99	1.01	31.63
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	181	179	98.90	1.10	24.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	89	88	98.88	1.12	7.95
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	141	139	98.58	1.42	24.46
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	21	20	95.24	4.76	5.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	22.92	21.15	18.63	14.42	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	54	52	96.30	3.70	21.15
Female	33	31	93.94	6.06	12.90
Male	21	21	100.00	0.00	33.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	47	45	95.74	4.26	15.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	19	17	89.47	10.53	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	35	94.59	5.41	17.14
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Parents play an important role in our school community and are formally involved through a myriad of exciting opportunities. We celebrate student successes and we invite parents to attend: monthly Awards Assemblies, Winter and Spring Concerts, and Kindergarten and 6th Grade Promotion. Parents are also invited to attend monthly Principal Coffee, Read Across America Day, Back to School Night, Open House and various other special assemblies/events and field trips. We offer parenting workshops and evening educational events such as Literacy Night and Math/Science Night. Parents participate in the governance and support of Bellevue Elementary through service on our School Site Council, our Parent Club, the English Language Advisory Committee, and Local Control and Accountability Planning. Parents are also encouraged to volunteer at our school. At Bellevue Elementary School we value our parent community and enjoy working together to benefit our students. All communication home is in both English and Spanish.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	419	408	63	15.4
Female	220	213	33	15.5
Male	199	195	30	15.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	19	0	0.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	362	356	57	16.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	26	24	4	16.7
English Learners	214	210	35	16.7
Foster Youth	--	--	--	--
Homeless	23	21	6	28.6
Socioeconomically Disadvantaged	351	340	55	16.2
Students Receiving Migrant Education Services	18	17	8	47.1
Students with Disabilities	83	82	17	20.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.4	0.88	0.72	2.05	1.69	1.23	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.72	0.00
Female	0.00	0.00
Male	1.51	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.83	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.85	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.41	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Our school’s Safety Plan assures the safety of students and staff in case of an emergency. Key elements of the plan include disaster procedures, ingress/egress of pupils, parents, and employees, discrimination and harassment policies, and attendance. It also outlines the ability to communicate with the district office and outside agencies for ongoing support services through a strong network of city, county, state and federal communication services. School-wide safety drills are conducted monthly. The School Plan is updated annually with input provided by our School Site Council on January 12, 2026 and approved by the BUSD School Board. School Safety is discussed at the School Site Council meetings, Parent Club meetings, and during Certificated and Classified staff meetings. At Bellevue School we believe that student safety is our highest priority.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	0	3	0
1	41	0	0	2
2	24	0	3	0
3	28	0	2	0
4	38	0	1	1
5	42	0	1	1
6	39	0	1	1
Other	11	2	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	0	2	0
1	24	0	2	0
2	22	0	2	0
3	20	3	0	0
4	29	0	2	0
5	23	0	2	0
6	29	0	2	0
Other	8	3	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2		
1	24		2	
2	24		2	
3	24		2	
4	25		2	
5	27		2	
6	23		2	
Other	7	3		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	407

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$17,404	\$7,729	\$9,675	\$82,607
District	N/A	N/A	\$9,675	\$96,144
Percent Difference - School Site and District	N/A	N/A	0.0	-7.4
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	-10.7	-13.0

Fiscal Year 2024-25 Types of Services Funded

Bellevue Elementary School provides students with the following services to support and enhance classroom instruction: Resource Specialist Teacher; Special Day Class Teacher; Speech, Language and Hearing Specialist, Psychologist, Counselor, Nurse, TK and Kindergarten Instructional Assistants, Special Education Instructional Assistants, Physical Education and Marimba Teachers. Additionally, CalSERVES and Americorps tutors serve in our classrooms as instructional tutors and after school support staff.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$64,026	\$61,516
Mid-Range Teacher Salary	\$90,826	\$95,479
Highest Teacher Salary	\$124,373	\$125,208
Average Principal Salary (Elementary)	\$148,413	\$152,668
Average Principal Salary (Middle)		\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$237,634	\$242,781
Percent of Budget for Teacher Salaries	25.31%	29.76%
Percent of Budget for Administrative Salaries	5.11%	5.74%

Professional Development

Ongoing professional development is an important part of improving our school program. The school district and Bellevue School provide professional development targeted to raise student performance. The major improvement efforts during the 2023/24 school year focused on Math: Numbertalks, California Ed Partners, English Language Development and Guided Language Acquisition Development (GLAD). Teachers meet weekly in PLCs and collaboration time to analyze student data, plan instruction and evaluate student learning. Staff participated in the development of a District Instructional Framework and grade level collaboration.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	38	40	38